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	Firs Primary School
Number of pupils in school	383 (correct on 28.9.21)
Proportion (%) of pupil premium eligible pupils	60.3% (including 13 EY PP pupils in nursery) (correct on 1011.21)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Sept 2019 – July 2022
Date this statement was published	November 22nd 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Paula Martin
Pupil premium lead	Paula Martin
Governor / Trustee lead	Steve Grundy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,591
Recovery premium funding allocation this academic year	£30,740
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	£302,331

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use the pupil premium to improve disadvantaged pupils' attainment, the needs of *all pupils* in the school are assessed. The funding is then allocated with the aim of making maximum impact in the school. In line with DfE guidance the funding is not only spent on eligible pupils, or on a per eligible pupil basis, as analysis of our schools' context has shown that eligibility for free school meals is not the greatest, nor only indicator of disadvantage in the school.

Out ultimate objectives for our disadvantaged pupils are:

- To close the attainment gap between our disadvantaged pupils and their non-disadvantaged peers nationally.
- To improve the life chances of our disadvantaged pupils by providing an ambitious, broad and balanced curriculum that enables them to develop their cultural capital, resilience and aspirations for the future, as well as widening their life experiences.
- To ensure that wherever possible any barriers to their learning are removed, so that they can take full advantage of the learning and personal development opportunities provided.

Our current pupil premium strategy plan works towards achieving these objectives by focusing on embedding effective whole school teaching, and wider strategies to address the challenges to learning set out below, as research suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils, but particularly disadvantaged pupils. Decisions about how to achieve the maximum impact in the school are informed by research carried out by, for example, the Education Endowment Foundation and the National Foundation for Educational Research.

Firs Primary School faces extreme contextual challenges, which means that simple approaches to the use of Pupil Premium funding are insufficient in tackling the deeper levels of disadvantage than are found in other schools. Contextual challenges include:

- Higher than average levels of disadvantage (60.3% in receipt of Pupil Premium, but many more families who are not in work, but are not eligible for FSM as they have not lived/worked in the UK long enough to be entitled to the benefits required).

- Extremely high pupil mobility (103 in year leavers in 2020-21, 147 in year admissions in 2020-21 – excluding FS1 admissions), with many pupils arriving in Key Stage 2 with little or no prior schooling either in English or in their home language. This presents particular challenges when newly arrived pupils have complex special educational needs but no current contact with the UK health care system – meaning the evidence required for an Education, Health and Care Plan is not yet available despite their need for significant levels of additional support in school, including 1:1 adult support in some cases.

% of Pupils Entering in Year by Year Group								
Year Group	Entered in FS1	Entered in FS2	Entered in Y1	Entered in Y2	Entered in Y3	Entered in Y4	Entered in Y5	Entered in Y6
FS2	29.3	70.7						
1	21.2	57.7	21.2					
2	22.9	45.8	18.8	12.5				
3	10.3	31.0	17.2	34.5	6.9			
4	6.7	31.1	17.8	20.0	22.2	2.2		
5	1.7	27.1	20.3	5.1	13.6	16.9	15.3	
6	6.7	10.0	6.7	13.3	8.3	16.7	30.0	8.3

- High numbers of Children Missing in Education, due to families frequently returning to their home countries, giving the school no notice.

- Higher than average percentage of pupils who speak English as an Additional Language (EAL) – 71.6% - most of whom are New to English.

- Wide range of languages spoken across the school (46 languages), meaning that peer support is not always available for new arrivals to the school, as there may not be another child who speaks the same language. This presents additional challenges in terms of finding interpreters to support communication with parents.

- High numbers of children who live in challenging or traumatic circumstances, with a higher than average number of children who are at the Child in Need and Child Protection levels of social care intervention and support.

- A much higher than average percentage of pupils Roma (mainly from Slovakia – the most disadvantaged of Roma groups) - over 30% (the 'Improving Outcomes for Gypsy Roma, and Traveller Pupils' report carried out by the DFE in 2010 found that "Gypsy, Roma and Traveller pupils have lower levels of achievement than other ethnic groups at all key stages. This is due to a complex range of factors, including barriers that prevent them from fully accessing the curriculum, such as lack of engagement, interrupted education and negative experiences of school").

- Significant levels of distrust towards authorities (such as education, health and social care) among parents, but particularly among the local, predominately Slovakian Roma community, makes parental engagement difficult and leads to many parents refusing to engage with health and social care despite their children's needs. (see end notes for further information)

Research has found that school context is "strongly associated with the progress made by pupil premium students". The Social Mobility Commission has recently produced a report (June 2021) that found:

"In line with previous studies, [school context] accounted for up to 55% of the variance in schools' Progress 8 scores for pupil premium students in our statistical models. This is likely to underestimate the importance of context because these models are limited by the data available. Our fieldwork indicated that there are further elements of a school's context, which are not captured by standard school characteristic data, but which are associated with the progress of pupil premium students."

Given the challenges faced by the school it is therefore vital that the Pupil Premium is used in an evidence informed way, which addresses or mitigates these issues as far as is possible, to ensure the best outcomes for our children without placing limits on our expectations of what our pupils can achieve, given the right support.

Challenges

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

Challenge number	Detail of challenge
1.	Limited or no schooling upon entry to school in Key Stage 1 or Key Stage 2 (particularly for EEA migrants as children in may EU countries do not start formal schooling until the age of 7)
2.	Attainment of entry to school (in whichever year group the child enters), often well below age related expectations.
3.	Poorly developed language and literacy skills in home language (for both EAL and non-EAL pupils)
4.	Poor attendance and/or punctuality (often as a result of; siblings having to attend different schools, distance of travel for pupils out of catchment area without family transport, poor nutrition, health and hygiene)
5.	Poorly developed social skills, emotional regulation and/or attachment difficulties resulting in challenging behaviour and lack of readiness to learn.
6.	Frequent changes in schools and housing (impact detailed by Hutchings et al 2013 – see Notes section for details)
7.	Limited or no access to experiences outside of school which provide children with the cultural capital they need to become educated citizens and background knowledge required to be able to read widely for meaning
8.	Lack of parental support and engagement, largely due to parents' own limited education, negative school experiences or distrust of authorities including education, health and social care.
9.	Difficulties with school/parent communication resulting from limited English or low levels of literacy
10.	Limited or no access to resources outside of school to facilitate home learning, including basic resources e.g. pencils, paper etc and computers/internet.
11.	Poor health and/or nutrition e.g. hunger, tiredness, dental problems, obesity due to poverty or lack of parental understanding of healthy living and/or how to access health services.
12.	Poorly developed gross and fine motor skills which impact on ability to succeed across the curriculum.

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
Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.	• 86% of **first language English and Advanced bilingual learners** to meet at least expected standard in 'Listening and Attention', 'Understanding' and 'Speaking' at the end of EYFS *(national attainment was 85.9%, 85.7% and 85.4% respectively in 2018-19)* • 95% of EAL (including New to English) pupils to make at least expected progress in English Proficiency assessment (internal assessment data)
Accelerate progress in reading and promoting a love of reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	• KS2 Reading Progress of 0.3 • 95% of pupils using Accelerated Reader to make at least expected progress in their reading age (+11 months from Sept 2021 to July 2022) • Year 2 (ABLs and FL English) and Year 6 SATs reading outcomes for Forever Firs pupils are in line with national averages for all pupils in 2022. • Year 1 Phonics pass rate for Forever Firs pupils is in line with national averages for all pupils in 2022
Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	• KS2 Writing Progress of 0.3 • Year 2 and Year 6 SATs writing outcomes are in line with national averages in 2022 for Forever Firs Pupils (those on roll from first term of reception).
Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	• KS2 Maths Progress of 0.4 • Year 4 Multiplication Test outcomes are in line with national averages in 2022 for Forever Firs Pupils (those on roll from first term of reception). • Year 2 and Year 6 SATs maths outcomes are in line with national averages in 2022 for Forever Firs Pupils (those on roll from first term of reception).
Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital.	• External subject monitoring e.g. from DDAT, such as subject deep dives shows that teaching and learning in all subject areas is at least good. • Subject action plans, policies, progression and coverage documents and 'Firsy Foundations' demonstrate opportunities for a wide range of experiences for pupils, as well as a coherent, well planned and broad curriculum.
For all pupils to achieve at least 95% attendance (or fortnightly national data as appropriate)	• All pupils on roll since at least September 2021 to have 95% attendance (excluding Covid related absences).
To support disadvantaged pupils with their social and emotional development and behaviour	• 0 exclusions for the school year 2021-22 • Reflections and Isolations for the year reduce in frequency over time, with no student having more than 1 isolation in a year and no student having more than 3 lunchtime refelctions in a year.

New pupils are well supported in school, teachers quickly identify learning needs and plan teaching accordingly.	• Lesson observations and book monitoring show that learning is well matched to pupils' needs regardless of their length of time in school. • Pupil voice and parent questionnaires indicate that pupils feel well supported in school. • EAL pupils have an initial EAL assessment carried out within the first week of arriving at school.
Parents of disadvantaged pupils are able to support their child's learning and engage with school events	• Parents communicate with teachers via Class Dojo • 100% of parents take part in parent/teacher evenings • Identified parents take part in family learning sessions • Parent workshops are well attended e.g. EYFS and phonics workshops
Disadvantaged pupils supported to develop 'cultural capital' and a wide range of background experiences essential for effective reading for meaning and understanding of the wider curriculum.	• Termly NTS reading comprehension tests and STAR reading tests indicate that pupils are making at least expected progress with their reading comprehension.
Disadvantaged pupils supported to develop a love of reading and provided with more opportunities to build up their 'reading mileage'	• Pupils on Accelerated Reader are meeting their reading points targets. • Weekly reading records for children at an early level of reading indicate children are reading frequently at home. • Monitoring of MyOn (online library) indicates that pupils are regularly reading at home. • Pupil voice indicates that daily story times with the teacher are enjoyable, and that pupils can confidently talk about their favourite books. • A wide range of pupils are accessing the library and reading shed at lunchtimes.
Pupils basic needs are met in terms of nutrition and health, enabling them to be ready to learn while at school **Pupils demonstrate gross and fine motor skills (physical literacy) in line with expectations for their age**	• Parents of identified children understand how to access health services e.g. dentist and GP, and are supported to do this by a NCAT translator where needed. • Children receive additional support with their physical health in school where needed e.g. Physical literacy, additional swimming lessons • Attendance of identified pupils with persistent health problems improves • Half termly PE assessments indicate that all pupils without a diagnosed physical SEND are meeting age related expectations. • There is evidence of clear progress in handwriting in both English and topic books.

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: £ *70,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write Inc	The EEF intends to complete its research into the effectiveness of RWI in 2022, however current EEF research shows that a systematic phonics programme has +5 months impact on progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,3
Accelerated Reader	EEF Toolkit shows a +3 month progress impact from Accelerated Reader. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	3
Tackling Times Tables	Cambridge Mathematics found that: • Knowing times tables is important and should be taught in schools at a young age to ensure fluency for later mathematics • Using ICT to learn times tables facts can be more effective and motivating than paper and pen methods https://www.cambridgemaths.org/Images/espresso_1_learning_and_assessing_times_tables.pdf	1
Outstanding Science	"There is good evidence…that the ability to reason scientifically – by testing hypotheses through well-controlled experiments – is a strong predictor of later success in the sciences and that this skill can be developed through programmes that allow pupils to design experiments that require them to control variables. Many effective programmes give teachers training to guide their pupils' scientific reasoning by setting questions that can be investigated and getting them to design fair tests." https://educationendowmentfoundation.org.uk/guidance-for-teachers/science	2
Early Start Languages	'Discovering Language' in primary school: an evaluation of a language awareness programme file:///C:/Users/lpugh/Downloads/BartonBraggSerratrice2009%20(2).pdf Recommends choosing resources which support teacher subject knowledge with video of native language speakers, filmed on location in the country of the language studied, providing cultural insights as well as real life language models.	3
Latin Training (KS2 Teachers)	"Understanding Latin gives anyone looking to understand any of the languages derived from it an advantage. And, in fact, lots of languages that may not have their roots in Latin, like German and even Russian and Chinese have some Latin influence. Latin also has a major influence on the study of Classics which includes the study of other ancient languages, including Ancient Greek and Biblical Hebrew, as well as classical civilisation and ancient history. Classics helps people understand how political systems work, to see the roots of complex issues and to make sense of European and world history. Classics is a highly regarded field of study by many and has been taught more in independent schools than in state schools.	3,7

	Although an ancient language, knowing Latin opens significant opportunities for those who learn it. For example, it helps students with other subjects like English, French, Spanish and even maths." https://educationhub.blog.gov.uk/2021/08/02/what-are-the-benefits-of-learning-latin-and-mandarin-in-school/	
MyOn (online library for all pupils)	Research Evidence on Reading for Pleasure (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf) – indicated that around 45% of pupils never visit a library. Many of our pupils equally have no reading books at home. MyOn can be accessed on phones as well as on computers.	3, 10
Martin Harvey Handwriting training	Importance of speed and fluency to good writing: https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing	1
Talk for Writing	Primary Writing Project: https://www.talk4writing.com/wp-content/uploads/2019/04/Talk-for-Writing-Review-of-related-research.pdf Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The Talk for Writing approach starts each writing topic with a 'memorable experience – found to have a positive impact on writing levels (+9 months): "The programme began by involving all pupils in a memorable experience which they could then write about. These included a trip to a castle, a session with a World War II veteran and a visit to local caves. A structured approach to writing about the experience was then put in place, which included pupils learning how to self-evaluate and improve their work." https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	1,2,3
Charanga (Music Scheme)	The Importance of Music, DFE , 2011 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-0 0086-2011.pdf	7
SCARF (PSHE Scheme)	**The sex and relationship education needs of young people: a review of research and school survey findings, July 2017** https://www.coram.org.uk/sites/default/files/resource_files/CLE%20Ecclesiastical%20SRE%20research%20report%20and%20findings%20July%202017%20FINAL.pdf	5,11
NTS Assessments for Maths and Reading	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Recommendation 1 of 'Improving Mathematics in Key Stage 2 and 3' "Use assessment to build on pupils' existing knowledge and understanding; assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 6 of 'Improving Literacy in Key Stage 2': "Target teaching and support by accurately assessing pupil needs". NTS assessments inform the Shine interventions, which target support based on pupil outcomes in assessments and identified areas of need.	1,2,3

Additional laptops and Ipads for each class	The provision of additional laptops and I pads for each classroom was essential for ensuring effective use of both Accelerated Reader and Tackling Times Tables. It also means that more pupils are able to access the MyOn online library during school hours. Laptops can also be used by disadvantaged pupils at home during periods of school closure due to the pandemic. Furthermore, evidence suggests that including technology in the classroom has a "positive influence on multiple indicators of student engagement". https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0063-0 **Computer-based technology and student engagement: a critical review of the literature (2017)**	10

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

Budgeted cost: £ *115,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher in EYFS	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition (made possible by having an additional teacher in these phases) was found to have a +4 months impact on attainment.	1,2,3
Additional 0.6 teacher in KS1		1,2,3
Additional teacher x 3 days per week in KS2		1,2,3
Precision Teaching	A wealth of research has suggested that Precision Teaching is effective. For instance: • Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency and comprehension in primary school pupils compared to a control group. • Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils. • Chiesa & Robertson (2000): Precision Teaching improved the maths skills of primary aged children above their peers. • Roberts & Norwich (2010): Precision Teaching improved the word reading skills of secondary aged pupils We have also used Precision Teaching in previous years and have found through experience that it supports children to retain the knowledge taught.	1,2,3
Toe by Toe	'What works for children and young people with literacy difficulties?' P132 https://www.helenarkell.org.uk/documents/files/What-works-for-children-and-young-people-with-literacy-difficulties-5th-edition.pdf	1,2,3
White Rose pre-task and fluency interventions	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Recommends use of manipulatives and representations, as well as structured interventions.	1,2
Numberstacks Intervention	The EEF recommends the use of manipulatives and representations to support mathematical learning, as well as structured interventions where appropriate: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths and https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Recommendation 1 of 'Improving Mathematics in Key Stage 2 and 3' "Use assessment to build on pupils' existing knowledge and understanding; assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support."	1,2

Shine interventions (Rising Stars)	The Shine Interventions are structured in response to pupil outcomes on termly maths assessments, and provide additional tuition on areas of need explicitly arising from each pupil's test – ensuring a targeted response. "Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2
Speech and Language Link	Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Sensory Room	Research has shown that "On average, students were 56% more engaged in classroom activities post-sensory room intervention". https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1002&context=ot_education	5
Physical Literacy Intervention	Research suggests that interventions that support children's physical development and gross motor skills have a positive impact on children's fine motor skills and their ability to write neatly and at length. "…it can be stated that intervention programs developed based on physical education can positively affect children's fine motor skills development and indirectly writing skills." https://files.eric.ed.gov/fulltext/EJ1233771.pdf Research has also found that; "There [is] a significant negative effect of social disadvantage on motor skills, for both age groups, and for both males and females. A similar negative effect of social disadvantage on attainments in language, and reading was also found. Children from areas of social disadvantage had significant deficits in motor and receptive language attainments relative to their more advantaged peers. In addition, we revealed a significant predictive relationship between a neurodevelopmental measure of early motor development and reading attainment." **The effect of social disadvantage on motor development in young children: a comparative study (2007)** **https://pubmed.ncbi.nlm.nih.gov/18093027/**	11, 12
Read, Write Inc interventions inc. fluency and blending	"When students are identified early, explicit direct instruction can be received to meet the students' specific needs. The significance of being a fluent reader is too important to not address. Effective and continuous professional development and support is a key element in increasing teachers' content knowledge as well as confidence to provide effective direct reading instruction. Schools will see increased success when they focus efforts on early identification of struggling readers and providing explicit direct instruction by highly trained, confident staff." https://core.ac.uk/download/pdf/217031098.pdf Read Write Inc interventions based on the Direct Instruction model and are put in place following half termly RWI interventions – any child making below expected progress will take part in an intervention aimed at addressing the specific need identified by the assessment. Teachers and TAs receive training in these interventions by 1:1 coaching from the school's Reading Leaders, and regular RWI whole school develop days supported by an external trainer.	1,2,3

PECs	https://www.ucl.ac.uk/educational-psychology/resources/CS1Gaukroger17-20.pdf How effective is the Picture Exchange Communication System (PECS) for children of primary-school age or younger with autism?	3
Makaton	"It offers the chance to communicate when perhaps verbal communication is not possible (too young, non-verbal), is difficult to understand (slurred speech, dys-praxia) or not accessible (for example with a tracheostomy, on a ventila-tor)…Makaton can support the development of vocabulary as adding information to the spoken word helps build information about language and how language is stored…Makaton encourages children and young people to interact face to face; this enables social engagement and helps develop language skills." https://www.thechildrenstrust.org.uk/brain-injury-information/latest/the-benefits-of-makaton-for-children-with-disabilities Makaton is used to support children who are non-verbal, but it is also used more widely in the EYFS as it also supports children who are New to English. The sign is used alongside the spoken word at all times, as the aim is to encourage spoken language.	3
Colourful Semantics	Colourful Semantics, A Clinical Investigation, 2011 file:///C:/Users/lpugh/Downloads/Colourfulsemantics.pdf Results of the research demonstrated "improvement on tests of expressive language, which is the primary target of colourful semantics." Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
EYBIC Communicatio n Intervention (from Talk Derby training)	Oral language interventions +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Yipi Yap Tutor	One to One Tuition +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
Flash Academy (EAL Assessment and Online learning tool)	Initial Proficiency in English baseline assessment and follow up access to online language platform for identified EAL pupils. App can be accessed from home, and new arrivals will be able to borrow a laptop and dongle if required to enable home access. Learning can be accessed in one of 47 languages enabling new to English learners to be independent, and access curriculum content in their home language until they are proficient enough to access it in English. • Home languages make the curriculum more accessible for pupils new to English • What is learned in one language is easily transferred to another language • Supporting children's home language enhances their cognitive and language development • Time spent on the home language will not damage the development of proficiency in English • There is a positive effect on learner's identity, self – concept and self-esteem which increases their chances of successful learning **The importance of home languages** https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/informationforchildcareproviders/Toolkit/importance_of_home_languages.pdf EEF Oral language interventions +6 months	1,3,9

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	

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

Budgeted cost: £ *117,331*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor supported lunchtime club to support eating and friendships	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring + 2 months "Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support"	5
Lego Therapy	**How effective is the 'Lego® Therapy' intervention to support children aged 5-16 with an autistic spectrum disorder with their social communication difficulties in school?** "The five studies used in this review show a unanimous consensus on the positive effects of LEGO® therapy on improving social communication difficulties within children with ASD. There was promising evidence which suggested that LEGO® therapy could be a better way to improve social communication difficulties, than compared to other interventions (Owens et al., 2008)." https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf	5
Violin Teachers-external (Year 4)	https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf EEF – Arts participation provides +2 months progress "Music's place in school life is sometimes justified by reference to literature that supports its wider benefits. Among these are benefits to concentration, phonemic awareness, literacy, memory and academic achievement…What can be said with a degree of certainty is that learning music is good for becoming more musical. Playing the piano is helpful for improving piano performance, singing in a choir supports becoming a good choral singer and writing lots of songs is a foundation for expertise in song-writing. These are wonderful things in and of themselves and need no further justification." https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music The violins for the lessons are provided by the music lesson provider.	7,10
Library staffed at lunchtimes	**Research Evidence on Reading for Pleasure, DFE, 2012** Benefits of reading for pleasure: • There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).	3

	• Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
Additional swimming for identified pupils	"…participation in swimming lessons can help children to develop physical, cognitive and social skills quicker than those who do not have lessons." https://www.britishswimming.org/news/general-swimming-news/major-new-study-health-benefits-swimming-released/	11,12
Attachment intervention/support	**Building secure attachments for primary school children: A mixed methods study (2014)** "The overall findings of the research suggested that, for this group of children, the attachment-based intervention may well have had a positive impact on the children's behaviours. The descriptive qualitative data, together with the behaviour rating sales and profiles, suggested that the children had made progress in relation to their attachment behaviours and difficulties." https://www.researchgate.net/publication/264865504_Building_secure_attachments_for_primary_school_children_A_mixed_methods_study **The implications of Attachment Theory for schools (2014)** "There are a number of risk factors [for attachment difficulties], such as poverty, poor parental mental health, neglect, family bereavement, and frequent moves of home or school, but children from apparently non-vulnerable backgrounds may also suffer in this way. Similarly, attachment-related behaviours can vary widely; typically pupils can be seen as unfocused, disruptive, controlling, withdrawn or destructive. However, whether these behaviours are driven by a suspicion of emotions, an inability to find comfort in relationships or a general fear of the world around them, children and young people need to feel safe and secure before they can begin to learn. …recent research suggests that approximately one third of children have an insecure attachment with at least one care -giver, and one in four have experienced a trauma event which has resulted in behavioural/emotional disturbance. This means, in effect, that an attachment-aware approach to teaching which recognises the importance of emotions will benefit all members of the class. Indeed, there is growing evidence that such approaches also reduce stress among teaching staff, in turn reducing absenteeism, improving continuity of learning experience, and ultimately overall school attainment. https://www.sec-ed.co.uk/best-practice/the-implications-of-attachment-theory-for-schools/	5
Breakfast club (open to all)	**Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (DFE, 2017)** Overall, schools were very supportive of breakfast clubs and believed they contributed to most of the positive outcomes expected for pupils.	4, 11

	• All schools reported perceived reductions in the number of pupils being hungry, and most schools reported that they felt that the breakfast club was having an impact on pupils eating more healthily; • Pupils and parents were less likely than school staff to say that breakfast clubs were helping pupils eat breakfast where they would not have done so before. This may reflect families being hesitant to report poor eating habits at home; • Schools did not report a perceived impact of breakfast clubs on overall school attendance figures, but schools often reported improvements in punctuality for some pupils and targeted persistent latecomers to attend the breakfast club; • Schools generally reported improvements in concentration and in behaviour from pupils attending breakfast clubs. Schools attributed this in part to children not being hungry, and in part to the new routine of the breakfast club which allowed pupils to settle into school more calmly and be more ready to learn when lessons started; • Schools reported breakfast clubs bringing additional social benefits by helping pupils develop wider friendship groups. Several saw benefits in pupils developing friendships across year groups; • Schools reported benefits for less socially confident pupils, with breakfast clubs giving a space for pupils to learn to be more outgoing; • Some special schools reported benefits from breakfast clubs supporting learning such as helping them encourage pupils to adapt to change. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast Breakfast Clubs +2 months progress, but additionally: "Breakfast club schools also saw an improvement in pupil behaviour and attendance."	
Family Learning	**Working with Parents to Support Children's Learning** (+3 months progress for effective parent engagement) Recommendation: "Plan carefully for group-based parenting initiatives (eg, regular workshops): a convenient time and location, face-to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4, 8, 9, 11
ESOL for Parents *English Level 1 for Parents*	Many parents at the school struggle with low levels of English literacy – whether they have English as a second language or not. This impacts on their ability to support their children with their learning at home. Both these programmes aim to support parents to develop their own English skills, so that they are better able to help with their child's learning at home. EEF Recommendations for working with parents include: • Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps. • Communicate carefully to avoid stigmatising, blaming, or discouraging parents. • Focus on building parents' efficacy— that they are equal partners and can make a difference.	4,8 4,8
Home visits (e.g. for persistent absenteeism)	**Working with Parents to Support Children's Learning** (+3 months progress for effective parent engagement) Recommendation: "Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4, 8

Lunchtime Sports clubs (inc. Trailblazers Basketball club)	**Behaviour and Discipline in Schools** There is a growing evidence base that clearly demonstrates the impact of sport in improving behaviour and attendance in schools. The improvement of both can also positively impact on academic achievement. A number of recent reports and 'in progress' studies demonstrate the value of sport, and competition in particular, in improving the behaviour of young people. For instance, a recent Centre for Policy Studies report says: *"Competitive sport provide s many teenage boys with what they crave – an outlet for their energy and aggression, a group with which to identify and a chance to prove themselves in front of their peers and to win the approbation of older males. Boys are motivated by competition even if they lose."* Wasted: The betrayal of white working class and black Caribbean boys, Harriet Sergeant , 2010 . https://publications.parliament.uk/pa/cm201011/cmselect/cmeduc/writev/behaviour/we83.htm	5, 11, 12
Boxing club		5, 11, 12
Early Career Learning 'Our Future Derby'	**Career-related learning in primary: The role of primary teachers and schools in preparing children for the future (2019)** "Holding biased assumptions and having narrow aspirations can, and does, go on to influence the academic effort children exert in certain lessons (Flouri and Pangouria, 2012; Bandura et al., 2001; Gutman and Akerman. 2008), the subjects they choose to study (Kelly, 1989; Archer and Dewitt, 2017), and the jobs they end up pursuing (Akerlof and Kranton, 2000; Breen and Garcia-Penalosa, 2002). Research has shown that early interventions can bring a lasting impact on children's development and perceptions of different occupations and of the subjects thus enabling access to them (Howard et al. 2015)." https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf The EEF are currently undertaking a research review relating to careers-based learning because: "There is a risk that a lack of good quality careers education will disproportionately impact on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures." https://educationendowmentfoundation.org.uk/news/eef-partners-with-bank-of-america-merrill-lynch-to-investigate-ways-to-impr	7
2 x Annual pantomime/theatre trips for all	**The Benefits of Attending Live Performance for Children and Adolescents (2019)** "Theatre can improve social bonding, allow for emotions to be explored in a safe space, develop the emotional and cognitive skills to deal with a complicated world, and kick-start conversations about important issues." https://static.entstix.com/sites/default/files/YoungerPopulationsTheatre-ACN.pdf Most children at Firs Primary School do not have the opportunity to visit the theatre outside of school. We feel that supporting children to take part in cultural visits not only develops their cultural capital, but also supports their vocabulary development by exposing them to a wider range of experiences. In turn, this has a positive impact on their written language.	7
Good Behaviour Tea Party	"Rewards which are less predictable may be more effective: "habits form best when rewards are powerful enough to motivate behaviour [sic] but are uncertain in the sense that they do not always occur (Wood and Neal, 2016, p.75)." Students become desensitised to predictable rewards: they come to see a merit as an entitlement, expecting it irrespective of their effort, or demanding something more for additional effort. Intermittent rewards remain effective; they encourage people to focus on what they hope will happen and "powerfully motivate repetition and habit formation"	5

	https://improvingteaching.co.uk/2019/05/19/rewarding-students-should-we-if-so-how/ The Good Behaviour Tea party is a reward for pupils who demonstrate consistently good, or significantly improved behaviour over half a term.	
Livewell Health Eating Program	Overweight/unhealthy eaters identified – supports healthy living. Pupils are measured/weighed and tested for stamina using a running bleep test. Identified pupils attend a Lunch Club (KS1 and LK2 and U2) one lunch time per week (friends can attend too). They also take part in healthy eating activities. "…research has shown that overweight and obese children perform at a lower academic level. Datar, Sturm, and Magnabosco (2004) indicated that overweight kindergartners and first-graders, on average, scored lower in math and reading than students who are of average weight. In addition, the effects of obesity on academics extends beyond early childhood. In a study of 14- to 17-year-olds, findings suggest a negative relationship between body weight and academic achievement among White females (Sabia, 2007). A study of 7,000 third graders, who had originally been tracked in kindergarten, showed that those children who were obese were more likely to repeat a grade than their classmates who maintain acceptable weight (Datar & Sturm, 2006)."	11
Live It (Follow on for identified pupils who have taken part in Livewell)	Only for identified children who have taken part in Livewell – 2 x sports sessions and healthy eating activities at Willows sports centre. Free swimming pass for a year for child, rest of family get half price swimming pass.	11
New Communities Achievement Support (NCAT) (5 x days per week)	**Key principles for schools working with new arrivals** "Parents or carers of new arrivals may also need support in accessing local services" https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/	4, 6, 8, 9, 11
New arrivals initial induction and assessment	**Key principles for schools working with new arrivals** "Children and young people learn best when they feel secure and valued. Schools need to ensure that there is a supportive induction process for newly arrived pupils and ensure their safety. Provision for learners should be based on a meaningful assessment of their prior knowledge and experience as well as their language proficiency." https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/ **Distinguishing the Difference SEN or EAL?** Birmingham Advisory Service (2003) https://www.patoss-dyslexia.org/write/MediaUploads/Resources/EAL_Re-source.pdf	6
Homework clubs (lunchtimes)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework EEF Research suggests homework has the potential to lead to +5 months progress, however many children do not have the resources and/or parental support at home to enable them to do homework. Homework club gives children the opportunity to complete homework at lunchtime if they wish to.	2,3,4,8,10
School mobile – direct line to Learning Mentor for hard to reach parents	We have found through years of experience that the hardest to reach parents are more likely to answer the phone when they know it is the learning mentor calling them directly, than if they are called from the school's general number. They are also more likely to contact the school and share relevant information relating to their child's situation at home if	5, 8, 9, 11

Class Dojo and Whole School Text messaging service for parent communication	they can speak directly with the learning mentor than if they have to phone the school office, or speak to a teacher on the playground. Parents are able to build up a relationship with the learning mentor over a long period of time – whereas a child may have a new teacher each year, or for different subjects. EEF Recommendations for supporting Parental Involvement include: Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. • Examples include weekly texts sent from school to parents, and short, termly letters. • Impacts from such approaches may appear small but they are generally low cost, and straightforward to introduce. • Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success. • Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted. • School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	4,8,9
Attendance Team including: Attendance Officer, Sold Service EWO support, NCAT translator and Learning Mentor to monitor persistent absentees, making daily contact with parents where needed.	https://www.gov.uk/government/publications/schoolattendance/frameworkfor-securing-full-attendance-actions-for-schools-and-local-authorities "1.Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. 2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. 3. Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance. 4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. 5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. 6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. 7. Make sure staff receive professional development and support to deploy attendance systems effectively."	4
Subsidised school visits	**Trial shows project based on a fun day out boosts writing skills by nine months** "The programme began by involving all pupils in a memorable experience which they could then write about. These included a trip to a castle, a session with a World War II veteran and a visit to local caves. A structured approach to writing about the experience was then put in place, which included pupils learning how to self-evaluate and improve their work." https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	7,1,2,3
Yipi Yap Tutor	Social/emotional and mental health support for pupils	5

Half termly Parental Involvement Opportunities for each year group linked to curriculum	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Toolkit – Parental Engagement + 4 months	8
Winning Minds *Year 6*	The programme consists of three key strands: 1. Resilient Mind 2. Healthy Mind 3. Active Mind The KS2 programme is split into two six week, one hour classroom based interventions per class: SATs Survival Guide (delivered Spring 2) Year 6-Year 7 Passport (delivered Summer 2) EEF– Social and Emotional learning = +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Being Me (Mindfulness program for Year 6s)	Mindfulness program for Year 6s "The results of the current study suggest that mindfulness interventions in schools are well received by students, and can be an effective tool for emotional regulation." **A Qualitative Exploration of Primary School Students' Experience and Utilisation of Mindfulness, July 2017** EEF– Social and Emotional learning = +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Glasses in Classes (+vision coordinator training)	"Disadvantaged children are more likely to not get or wear glasses after the [reception year] eye test, so this project is a good fit for the EEF. The existing evidence base suggests that attempts to increase how much children wear glasses can have positive impacts on academic attainment." https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/glasses-in-classes "Data shows that 30 per cent of pupils who need glasses have not been to an optician, alongside disadvantaged children being less likely to get, or wear, the glasses they need. This can hold children back. The 'Glasses in Classes' scheme aims to level up outcomes and will be adapted for five disadvantaged areas in England, under the Opportunity Area programme. This will reach more than 9,000 pupils in at least 225 schools. Children identified as needing glasses will receive one pair for home and one for school, helping them concentrate in the classroom and improve their literacy skills." https://www.gov.uk/government/news/free-glasses-to-tackle-poor-eyesight-and-boost-literacy	11
Dental support in schools + toothbrush and paste for every child	"Tooth decay is the most common reason for hospital admission for children aged 6-10 years-old. Whilst it is largely preventable it still remains a serious public health problem. PHE data shows that in 2017, almost a quarter of 5-year-olds started school with tooth decay. … In the most deprived decile in England, over a third of children have dental decay (36.3%), compared to just 12.5% in the least deprived decile. Tooth decay impacts on children and families, children who have toothache or who need treatment may have; pain, infections and difficulties with eating, sleeping, speaking and socialising. They may have to be absent from school and parents may also have to take time off work to take their children to a dentist or to hospital. Children's poor oral health links to other	11

	key policy areas such as getting the best start in life, inequalities, child obesity, school readiness and development of speech and language." https://www.england.nhs.uk/ltphimenu/better-care-for-health-conditions-for-dental-healthcare/daily-supervised-brushing-in-early-years-and-nursery-school-settings/	
Sleeping bags and subsidised costs for disadvantaged pupils to support their attendance at an outdoor adventure residential trip (year 5/6)	EEF – Outdoor Adventure Learning +4 months progress "Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers), longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts." https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf	7
Supported attendance at health appointments by learning mentor or NCAT member	"…the most important patient-level factor to predict likelihood of serially missing general practice appointments remains high levels of socioeconomic deprivation" **Demographic and practice factors predicting repeated non-attendance in primary care: a national retrospective cohort analysis, 2017** https://www.thelancet.com/action/showPdf?pii=S2468-2667%2817%2930217-7 "Gypsy, Roma and Traveller communities' experiences some of the poorest health outcomes, including: • significantly lower life expectancy (study in Leeds found the difference was 28 years) • higher maternal and infant mortality (The All Ireland Traveller health study found that the infant mortality rate for Travellers in Ireland was almost four times higher than in the general population) • higher rates in GRT children of accidental injury and infections; high rates of accident and emergency department attendance; low/variable uptake of childhood immunisations; significantly increasing risk of vaccine preventable disease • poor dental health, high unmet need and low dental registration" **Improving uptake and delivery of health services to reduce health inequalities experienced by Gypsy, Roma, and Traveller people** NHS England https://www.england.nhs.uk/ltphimenu/improving-access/improving-uptake-and-delivery-of-health-services-to-reduce-health-inequalities-experienced-by-gypsy-roma-and-traveller-people/	11
Peer Mentoring (Carnegie centre of excellence)	Social/emotional support and friendships Pairs up Year 5s with younger children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Peer Mentoring - +2 months	5
Orienteering day trip to Lea Green for year 6	EEF – Outdoor Adventure Learning +4 months progress "Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers),	7

	longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts." https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf	

Total budgeted cost: £ 302,331

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.

Attendance 2020-2021

In the final half term of the 2020-21 academic year, attendance at Firs Primary School was higher than other schools nationally using the FFT attendance tracker:

Aspire Attendance Tracker **Attendance Summary report**

Firs Pri (8312013)

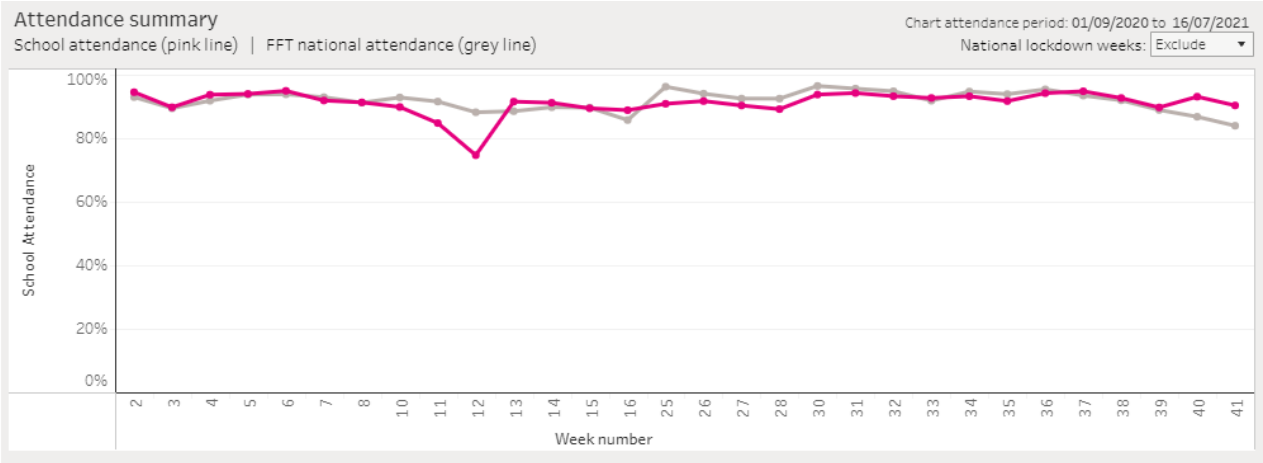
Period: Weeks 34 - 41 (17 May - 16 Jul 21) COVID (X): X = Absent

Year Group: (All) Gender: (All) FSM6: (All) SEN: (All)

	W34 17 May 21	W35 24 May 21	W36 7 Jun 21	W37 14 Jun 21	W38 21 Jun 21	W39 28 Jun 21	W40 5 Jul 21	W41 12 Jul 21
Pupils	316	319	321	319	318	320	318	317
School attendance	93.2%	91.7%	94.2%	94.8%	92.7%	89.7%	93.1%	90.3%
FFT national attendance	94.7%	93.9%	95.4%	93.4%	91.9%	88.9%	86.8%	83.9%
Difference	-1.5%	-2.2%	-1.2%	+1.3%	+0.7%	+0.8%	+6.3%	+6.4%

Green circle = attendance is above the national attendance. Red circle = attendance is below the national attendance.

Across the year attendance was largely in line with that of other FFT schools:



Attainment 2020-21

During the 2020-21 academic year children in Key Stage 1 and Key Stage 2 took past SATs papers to support teacher judgements of their attainment. Results were uploaded to the FFT website and compared against other FFT schools nationally. Children in EYFS were teacher assessed and their results were also uploaded to FFT.

EYFS

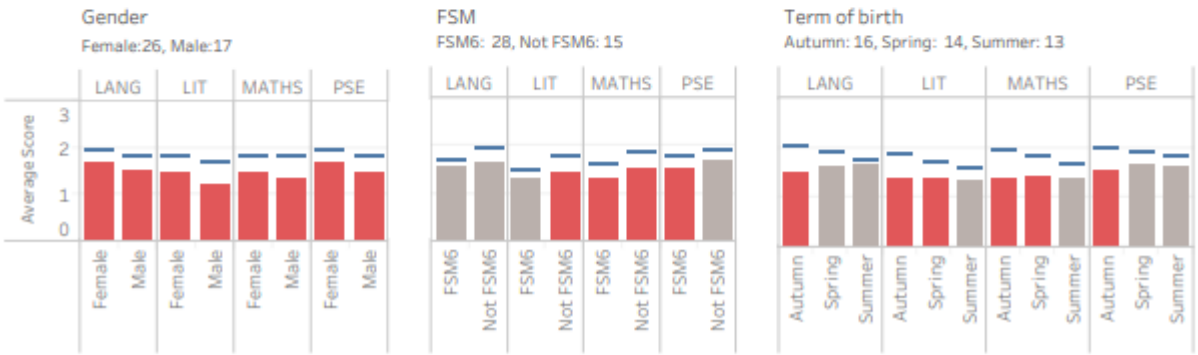
EYFS Overview 2021

Pupils: 43
Entered all areas: 43

		Average Score			% Good Level of Development		
		School	National	Difference	School %	National %	Difference
Overall EYFS	Overall score	1.5	1.9	-0.4	34.9	58.2	-23.3
Communication & Language	All	1.6	1.9	-0.3	51.2	74.1	-22.9
	Listening and attention	1.7	1.9	-0.2	67.4	79.2	-11.8
	Speaking	1.5	1.9	-0.4	51.2	78.7	-27.5
	Understanding	1.6	1.9	-0.3	62.8	79.7	-16.9
Literacy	All	1.4	1.8	-0.4	34.9	62.4	-27.6
	Reading	1.4	1.8	-0.4	37.2	67.9	-30.6
	Writing	1.3	1.7	-0.4	34.9	63.3	-28.4
Mathematics	All	1.4	1.8	-0.4	39.5	70.3	-30.8
	Numbers	1.4	1.8	-0.4	41.9	72.4	-30.5
	Shape, space and measures	1.4	1.8	-0.4	39.5	74.0	-34.4
PSE	All	1.6	1.9	-0.3	55.8	78.0	-22.2
	Making relationships	1.6	1.9	-0.3	62.8	84.0	-21.2
	Managing feelings and behaviour	1.6	1.9	-0.3	62.8	82.1	-19.3
	Self-confidence and self-awareness	1.6	1.9	-0.4	55.8	82.9	-27.1

Pupil group analysis

Average Score 2021



Key Stage 1

				% Expected Standard + Reading					Scaled Score Reading				
Pupil group		Total pupils	Pupils with assessments	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA
All Pupils	All Pupils	58	58	75%	71%	67%	29%	-12%	101.1	100.4	99.8	90.5	-2.2
Gender	Female	21	21	79%	75%	71%	14%	-40%	102.1	101.3	100.7	87.3	-7.1
	Male	37	37	71%	67%	64%	38%	-2%	100.1	99.5	99.1	92.2	-0.4
Prior Attainment	Higher attainers	4	4	96%	95%	92%	75%	-20%	106.7	106.3	105.9	103.8	-3.4
	Middle attainers	14	14	87%	82%	77%	50%	-24%	102.6	101.7	101.0	97.9	-2.7
	Lower attainers	20	20	38%	32%	27%	15%	-2%	93.2	92.3	91.6	87.4	-1.5
	No Prior Attainment Data	20	20	0%	0%	0%	20%	0%	0.0	0.0	0.0	85.5	0.0
FSM	FSM	31	31	60%	58%	51%	23%	-20%	97.6	97.2	96.3	90.0	-2.6
	Not FSM	28	28	78%	75%	73%	39%	1%	101.8	101.3	101.0	91.7	-1.0
SEN	No SEN	44	44	83%	78%	75%	34%	-10%	102.9	102.0	101.5	91.8	-1.7
	SEN Support	13	13	33%	30%	28%	15%	-18%	92.3	91.9	91.6	87.4	-3.5

				% Expected Standard + Writing					Scaled Score Writing				
Pupil group		Total pupils	Pupils with assessments	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA
All Pupils	All Pupils	58	58	69%	66%	59%	22%	-9%	101.0	100.3	99.4	89.3	-3.6
Gender	Female	21	21	76%	72%	65%	10%	-35%	102.4	101.4	100.5	87.7	-7.2
	Male	37	37	63%	60%	54%	30%	0%	99.7	99.2	98.3	90.2	-2.3
Prior Attainment	Higher attainers	4	4	94%	92%	87%	75%	-16%	106.4	105.8	104.8	98.2	-7.7
	Middle attainers	14	14	81%	76%	67%	36%	-27%	102.5	101.5	100.4	95.7	-4.2
	Lower attainers	20	20	29%	25%	18%	15%	5%	93.5	92.8	91.9	86.8	-2.4
	No Prior Attainment Data	20	20	0%	0%	0%	10%	0%	0.0	0.0	0.0	85.2	0.0
FSM	FSM	31	31	53%	51%	42%	16%	-17%	97.6	97.3	96.0	89.0	-4.2
	Not FSM	28	28	73%	70%	65%	32%	3%	101.7	101.1	100.4	90.0	-2.7
SEN	No SEN	44	44	78%	73%	67%	27%	-5%	102.8	101.8	100.9	90.2	-3.5
	SEN Support	13	13	25%	[illegible]	20%	8%	-20%	92.3	92.1	91.6	87.2	-3.8

Spotify Premium

				% Expected Standard + Maths					Scaled Score Maths				
Pupil group		Total pupils	Pupils with assessments	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA
All Pupils	All Pupils	58	58	76%	72%	68%	36%	-4%	102.6	101.8	101.1	93.0	-2.0
Gender	Female	21	21	77%	73%	68%	19%	-27%	102.7	101.8	101.0	91.0	-4.2
	Male	37	37	75%	71%	68%	46%	4%	102.5	101.7	101.3	94.1	-1.2
Prior Attainment	Higher attainers	4	4	96%	94%	92%	75%	-20%	107.7	107.0	106.4	107.2	-0.6
	Middle attainers	14	14	86%	82%	76%	71%	-4%	103.7	102.7	101.9	100.3	-1.6
	Lower attainers	20	20	41%	34%	29%	20%	-1%	95.7	94.7	94.0	89.2	-2.5
	No Prior Attainment Data	20	20	0%	0%	0%	20%	0%	0.0	0.0	0.0	88.6	0.0
FSM	FSM	31	31	61%	58%	52%	32%	-9%	99.4	98.9	97.9	92.7	-2.4
	Not FSM	28	28	79%	75%	73%	43%	3%	103.3	102.5	102.2	93.7	-1.4
SEN	No SEN	44	44	84%	79%	75%	39%	-5%	104.2	103.2	102.5	94.0	-1.6
	SEN Support	13	13	36%	33%	31%	31%	-1%	95.0	94.3	94.1	90.5	-2.9

Key Stage 2

				% Expected standard+ Reading					Scaled Score Reading				
Pupil group		Total pupils	Pupils with assessments	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA
All Pupils	All Pupils	60	60	74%	80%	77%	35%	-9%	104.5	105.5	104.9	93.7	-3.1
Gender	Female	38	38	78%	83%	81%	34%	-10%	105.6	106.3	105.9	93.3	-3.7
	Male	22	22	69%	76%	74%	36%	-5%	103.4	104.6	103.9	94.4	-1.6
Prior Attainment	Middle attainers	16	16	80%	90%	86%	81%	-0%	104.2	106.5	105.9	101.7	-2.7
	Lower attainers	25	25	38%	35%	29%	12%	-16%	97.2	96.5	94.5	89.3	-3.5
	No Prior Attainment Data	20	20	0%	0%	0%	25%	-13%	0.0	0.0	0.0	92.2	-5.7
FSM	FSM	39	39	59%	67%	64%	26%	-8%	101.3	102.4	101.4	91.4	-3.6
	Not FSM	22	22	77%	83%	82%	50%	-12%	105.1	106.3	105.9	97.2	-2.4
SEN	No SEN	50	50	82%	88%	86%	38%	-6%	105.8	107.0	106.7	94.2	-3.0
	SEN Support	9	9	41%	43%	43%	22%	-12%	97.5	98.2	97.4	90.9	-3.7
	EHC Plan	1	1	16%	27%	24%	0%	-54%	96.0	94.9	90.6	94.0	-2.8

Spotify Premium

				% Expected standard+ Writing					Scaled Score Writing				
Pupil group		Total pupils	Pupils with assessments	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA
All Pupils	All Pupils	60	60	79%	76%	71%	30%	-1%	101.8	105.4	104.6	96.4	-0.4
Gender	Female	38	38	85%	82%	77%	34%	0%	103.3	106.6	105.9	96.3	-0.9
	Male	22	22	73%	71%	65%	23%	-4%	100.2	104.2	103.3	96.5	0.9
Prior Attainment	Middle attainers	16	16	89%	87%	79%	75%	1%	102.6	106.6	105.5	103.8	-0.2
	Lower attainers	25	25	42%	29%	20%	12%	-2%	93.8	96.7	95.1	92.9	-0.6
	No Prior Attainment Data	20	20	0%	0%	0%	15%	-5%	0.0	0.0	0.0	94.3	-5.0
FSM	FSM	39	39	64%	63%	55%	26%	-0%	98.0	102.4	101.5	95.3	-0.6
	Not FSM	22	22	82%	80%	76%	36%	-3%	102.6	106.2	105.5	97.9	-0.4
SEN	No SEN	50	50	89%	85%	80%	32%	1%	104.0	107.1	106.3	96.8	-0.2
	SEN Support	9	9	39%	35%	31%	22%	-4%	94.3	98.0	97.4	93.9	-0.9
	EHC Plan	1	1	13%	20%	14%	0%	-32%	80.4	90.6	90.1	97.0	-0.7

				% Expected standard+ Maths					Scaled Score Maths				
Pupil group		Total pupils	Pupils with assessments	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA	Nat. 2019	Nat. 2020*	Nat. 2021*	School Att.	VA
All Pupils	All Pupils	60	60	79%	79%	74%	33%	-8%	105.1	105.5	104.4	95.0	-3.1
Gender	Female	38	38	80%	79%	74%	32%	-12%	104.8	105.4	104.3	94.6	-4.2
	Male	22	22	78%	78%	74%	36%	1%	105.4	105.7	104.5	95.6	-0.5
Prior Attainment	Middle attainers	16	16	87%	88%	82%	56%	-18%	104.9	106.4	105.2	100.9	-3.0
	Lower attainers	25	25	45%	35%	26%	16%	-1%	98.4	97.9	95.4	90.1	-3.2
	No Prior Attainment Data	20	20	0%	0%	0%	35%	-7%	0.0	0.0	0.0	95.8	-5.6
FSM	FSM	39	39	63%	65%	58%	26%	-9%	101.9	102.8	101.2	92.9	-3.6
	Not FSM	22	22	82%	82%	79%	45%	-7%	105.7	106.2	105.3	98.2	-2.2
SEN	No SEN	50	50	88%	87%	82%	34%	-12%	106.4	106.8	105.9	95.5	-3.1
	SEN Support	9	9	46%	43%	39%	22%	-4%	98.4	99.4	98.0	90.9	-4.5
	EHC Plan	1	1	17%	26%	22%	100%	31%	96.3	95.8	91.7	106.0	8.5

Year 1 Phonics Assessments

Children in Year 1 took the DFE Year 1 Phonics Test assessment from 2018, the results were analysed by pupil groups.

Pandemic 2020/2021 – This cohort of children have missed half of their FS2 year (half taught remotely) and have missed 6 weeks of learning during their Year 1.

Time in school												
	Total 2021	% Passing Phonics Check 2021	Total 2020 (Dec Y2)	% Passing Phonics Check 2020 (Dec Y2)	Total 2019	% Passing Phonics Check 2019	Total 2018	% Passing Phonics Check 2018	Total 2017	% Passing Phonics Check 2017	Total 2016	% Passing Phonics Check 2016
Pupils starting in FS1	11	72%	8	75%	6	86%	5	100%				
Pupils starting in FS1 with SEND removed	8	100%	5	80%	5	100%	4	80%				
Forever Firs Pupils	22	59%	23	57%	20	60%	28	57%	21	81%		71%
Forever Firs with SEND removed	20	55%	20	55%	18	67%	27	59%	20	85%		71%
Pupils Starting in Reception or before	29	48%	30	47%	32	53%	38	63%	31	67%		70%
Pupils Starting in Reception or before with SEND removed	25	56%	26	46%	30	57%	37	65%	30	70%		70%
All pupils	43	49%	51	37%	44	64%	53	60%	47	59%		50%
All Pupils with SEND removed	39	53%	43	35%	43	65%	52	62%	46	60%		50%

Our forever firs children have a higher pass rate (59%) then children who start after the first term of reception (48%). Children who started in FS1 (with children with SEND omitted) the pass rate was 100%

Phonics Analysis by English Language Proficiency											
		No of Pup 2021	% Pass Rate 2021	No of Pup 2020	% Pass Rate 2020	No of Pup 2019	% Pass Rate 2019	No of Pup 2018	% Pass Rate 2018	No of Pup 2017	% Pass Rate 2017
A	New to English	10	10%	13	0%	2	0%	10	30%	8	13%
B	Early Acquisition	11	45%	11	18%	19	32%	18	39%	15	40%
C	Developing Competance	9	89%	7	43%	7	86%	5	80%	8	100%
D	Competant	1	100%	4	74%	4	100%	3	100%	3	100%
E	Fluent	0	0%	2	100%	0	n/a	0	n/a	1	100%
	First Language English	12	50%	14	64%	12	92%	15	93%	11	82%

EAL pupils with at least 'developing competence' in English (89%) performed better than EAL pupils with more limited English (55%).

Only 10% of the cohort are 'New to English' with 1 child passing and 48% of this cohort are 'Early Acquisition' or below. Only 7 of these pupils passed the check.

Phonics Analysis by Gender and PP								
	Number 2021	% Pass Rate 2021	Number 2020	% Pass Rate 2020	Number 2019	% Pass Rate 2019	Number 2018	% Pass Rate 2018
PP	17	35%	21	45%	21	81%	22	64%
Not PP	26	58%	30	20%	24	46%	29	59%
Boys	25	56%	32	37%	28	54%	30	53%
Girls	18	39%	19	15%	17	76%	21	71%
PP Boys	11	36%	13	62%	10	70%	11	55%
Not PP Boys	14	71%	19	21%	18	44%	19	53%
PP Girls	6	33%	8	12%	11	91%	11	73%
Not PP Girls	12	42%	11	18%	6	50%	10	70%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance
Read Write Inc	Ruth Miskin
Tackling Times Tables	
Early Start Spanish/German	Early Start Languages
Charanga	
SCARF	
Tackling Times Tables	
Shine Interventions	Rising Stars
Number Stacks	
Speech and Language Link	
Outstanding Science	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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)

- **Blighted Lives: Romani Children in State Care, European Roma Rights Centre, 2021:**

"In 2011, ERRC field researchers who visited 12 childcare facilities in five localities in Slovakia found in the course of over 150 interviews that, on average, Romani children accounted for 82.5% of the total children in the institutions, and according to care workers interviewed, their return to biological parents is very rare and prospects for adoption far less than non-Romani peers.192 In 2015, research published by the NGO CVEK193 found that in facilities visited Romani children were very significantly overrepresented:

"Even in the regions of Western Slovakia, where there are significantly fewer Roma than in Central and Eastern Slovakia, Roma children in the homes visited often account for about 50% of the children. In other regions, this proportion was also significantly higher; some children's homes are practically exclusively Roma."

- Of the 25 children taken into care at Firs Primary over the last few years, 68% are Roma. This contributes to fear in the local community that Roma families are targeted by authorities and makes it difficult to earn the trust of parents.

- Impact of pupil mobility on educational outcomes:

  "Our findings highlight that both frequent residential and school mobility have a negative effect on early educational attainment, with school moves having the greatest effect. This suggests that there may be inequalities between those children who move home or school more frequently and those who are less mobile. Children experiencing frequent mobility are disadvantaged and at risk of educational non-attainment and should be closely monitored. Additional educational support services should be afforded to children, particularly those who move school more frequently, to address the educational inequalities and to help them achieve the expected educational standards."
  file:///C:/Users/lpugh/Downloads/Hutchingsetal.2013HouseMovesEducation.pdf
  Do Children Who Move Home and School Frequently Have Poorer Educational Outcomes in Their Early Years at School? An Anonymised Cohort Study, Hutchings et al, 2013