Pupil premium strategy statement – Firs Primary School (2022-2025)

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	426 (Correct November 2022)
Proportion (%) of pupil premium eligible pupils	54.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£302,969
Recovery premium funding allocation this academic year	£31,175
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£334,144

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. Further analysis of our school's context demonstrates that the majority of pupils face more than one of the following barriers to learning; pupil premium, English as an additional language, SEND, Adverse Childhood Experiences, at least one school move from the reception year onwards.

	Number of Pupils	% of Pupils
5 Barriers to Learning	3	(0.7%)
4 Barriers to Learning	24	(5.6%)
3 Barriers to Learning	103	(24.2%)
2 Barriers to Learning	182	(42.7%)
1 Barriers to Learning	100	(23.5%)
0 Barriers to Learning	13	(3.1%)

Only 20 of the pupils entitled to pupil premium funding had no other barrier to learning (for full breakdown, please see 'Further Information' section).

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.

Effect of teaching on students in years of progress
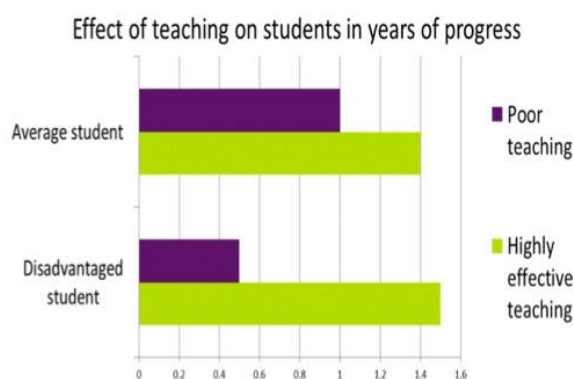
Source: Sutton Trust (2011)

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 (54.7% 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 and 147 in year admissions in 2020-21; 86 in year leavers and 142 in year admissions in 2021-22– 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 (40.4% of pupils were assessed as being either New to English or in the Early Acquisition stage of learning English in November 2022). 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.

	Percentage of Pupils by Year Group of Entry to School (Nov 2022)								
	FS1	FS2	Y1	Y2	Y3	Y4	Y5	Y6	Whole School
Entered in FS1	100.0	53.2	17.0	16.7	18.3	8.3	6.5	1.7	24.4
Entered in FS2	N/A	46.8	58.5	36.7	33.3	28.3	28.3	23.3	32.6
Entered in Y1	N/A	N/A	24.5	33.3	13.3	13.3	15.2	18.3	15.7
Entered in Y2	N/A	N/A	N/A	13.3	23.3	21.7	15.2	5.0	10.6
Entered in Y3	N/A	N/A	N/A	N/A	11.7	21.7	13.0	11.7	7.7
Entered in Y4	N/A	N/A	N/A	N/A	N/A	6.7	13.0	13.3	4.2

Entered in Y5	N/A	N/A	N/A	N/A	N/A	N/A	8.7	25.0	4.5
Entered in Y6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1.7	0.2

- High numbers of Children Missing in Education, due to families frequently returning to their home countries, giving the school no notice (in the 2021/2022 school year 71 pupils were investigated as missing pupils.)

- Higher than average percentage of pupils who speak English as an Additional Language (EAL) – 75.1% in November 2022 - most of whom are New to English.

- Wide range of languages spoken across the school (48 languages in November 2022), 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. Approximately 12% of pupils have had one or more Adverse Childhood Experiences - research into adverse childhood experiences (ACEs) consistently shows that a set of 10 adverse experiences in childhood are associated with an increased risk of poor health and other problems in later life.

- A much higher than average percentage of pupils Roma (mainly from Slovakia – the most disadvantaged of Roma groups) - over 25% (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.	• 85% of **first language English and Advanced bilingual learners** to meet at least expected standard in 'Listening, Attention and Understanding' and 'Speaking' at the end of EYFS (*national attainment in 2022 for Listening, Attention and Understanding was 82.2%, and for Speaking was 82.6%*) • 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 2022 to July 2023) • 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 2023. • Year 1 Phonics pass rate for Forever Firs pupils is in line with national averages for all pupils in 2023 • At the end of EYFS the % of Forever Firs pupils, who are first language English or Advanced bilingual learners meeting ARE who achieve age related expectations is in line with the 2022 national average for Word Reading (74.7%) and Comprehension (80.3%).
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 2023 for Forever Firs Pupils (those on roll from first term of reception). • At the end of EYFS the % of Forever Firs pupils, who are first language English or Advanced bilingual learners meeting ARE who achieve age related expectations is in line with the 2022 national average for Writing (69.5%)
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 2 and Year 6 SATs maths outcomes are in line with national averages in 2023 for Forever Firs Pupils (those on roll from first term of reception). • At the end of EYFS the % of Forever Firs pupils, who are first language English or Advanced bilingual learners meeting ARE who achieve age related expectations is in line with the 2022 national average for Mathematics (75.9%)
Deliver a high quality, broad and balanced curriculum which provides opportunities for	• External subject monitoring e.g. from DDAT, such as subject deep dives shows

pupils to access a wide range of experiences, developing their cultural capital.	that teaching and learning in all subject areas continues to be at least good.
	• Subject action plans, policies, progression and coverage documents and 'Firsy Foundations' continue to demonstrate opportunities for a wide range of experiences for pupils, as well as a coherent, well planned and broad curriculum.
	• Children are able to take part in extra-curricular arts-based events outside of school time.
	• '11 Things by age 11' list of experiences agreed by SLT and incorporated into the curriculum.
For all pupils to achieve at least 95% attendance (or fortnightly national data as appropriate)	• All pupils on roll since at least September 2022 to have 95% attendance.
	• Attendance for the school year 2022-2023 is higher than that for the previous academic year.
To support disadvantaged pupils with their social and emotional development and behaviour	• 0 exclusions for the school year 2022-23
	• 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 reflections 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.
	• Internal assessment data show that pupils arriving within the 2022-23 academic year are making at least expected progress in reading, writing and maths.
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, curriculum open days.
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. • At the end of the EYFS 92% of pupils are meeting age related expectations (ARE) for Gross Motor Skills and 86% of pupils are meeting ARE for Fine Motor Skills (national for 2022 was 92.1% and 85.8% respectively).

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: £62,072

Activity	Evidence that supports this approach	Challenge numbers addressed
Ongoing Retrieval Practice CPD for all staff.	"…the positive impact of the retrieval studies, the good theoretical grounding of the practice, and the low cost of implementing low stakes testing and quizzing generally mean that it is a promising approach that teachers should consider". https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	1,2,3
Arts Mark Training for Music Coordinator	"Providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcome has shown."	7
Science Mark Training for		1,2,3

Science coordinator	"The new report finds that a well-implemented policy of 35 hours a year of high quality CPD for teachers would lead to significant benefits for pupils, including an extra two-thirds of a GCSE grade – improving their lifetime earnings by over £6,000."	
Early Career Teachers Training x 2 ECTs (includes mentoring and coaching)		1,2,3
National Professional Qualification for Leading Teaching Development x 3 teachers	"In the immediate term, a policy of CPD entitlement could also significantly improve retention, leading to up to 12,000 extra teachers remaining in the profession a year." https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/	1,2,3
National Professional Qualification for Senior Leadership (NPQSL) x 1 teacher	"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing	1,2,3
National Professional Qualification for Leading Literacy (NPQLL) x 1 teacher	consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3
National Professional Qualification for Behaviour and Culture (NPQBC) x 1 teacher		1,2,3
National Professional Qualification for Executive Leadership (NPQEL) x 1 senior leader		1,2,3
Read Write Inc Spelling CPD all staff	**Improving Literacy in Key Stage 1 – Recommendation 6** "Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,3
Read Write Inc coaching for identified staff	"Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of **an additional five**	1,2,3

Read Write Inc training – all new staff	**months' progress**. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading" https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics **Improving Literacy in Key Stage 1 – Recommendation 3** "Training - ensure all staff have the necessary pedagogical skills and content knowledge" https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,3
NTS Reading Assessments (Yr 1-6)	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
NTS Maths Assessments (Yr 1-6)	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."	1,2,3
GAPS SPaG Tests (Yr 3-6)	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
STAR Reading Assessments (Yr 1-6)	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". STAR Reading assessments are also essential in enabling teachers to ensure that pupils beyond an early stage of reading (i.e. accessing Read Write Inc) are reading books matched to their reading ability.	1,2,3
Read Write Inc Phonics assessments	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 6 of 'Improving Literacy in Key Stage 2':	1,2,3

	"Target teaching and support by accurately assessing pupil needs".		
Read Write Inc Resources (e.g. maintaining books required for reading scheme and Get Writing workbooks)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics + 5 months. • "The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. • The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). • Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly."	1,2,3
Numberstacks Maths Assessments	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." Number stacks supports the assessment of pupils working well below the standard of the age related NTS tests and feeds into the Numberstacks interventions.	1,2
Flash Academy Assessment Licenses (EAL Assessments)	**English as an Additional Language, Proficiency in English and rate of progression (University of Oxford, 2021):** "Crucially, the report concludes that the definition of EAL used in the NPD is limited because it gives no indication of a student's Proficiency in the English language1 . Thus, the EAL group includes both (i) new migrants arriving in England who may speak no English at all, and who may have varying levels of literacy in their previous country of origin, and (ii) second or third generation ethnic minority students who may be exposed to a language other than English as part of their cultural heritage, but use English as their everyday language and are fully fluent in it. The report concludes that Proficiency in the English language is the major factor influencing the educational achievement and the degree of support an EAL student will require, and it is low Proficiency in English that is proxied by the risk factors identified in the bullet point above." "Across all ages 5-16 and all subjects, EAL pupils with different levels of Proficiency in English varied greatly in their achievement. Indeed, PIE is central to understanding achievement and levels of need among pupils with EAL. Proficiency in English could explain 22% of the variation in EAL pupils' achievement, compared with the typical 3-4% that could be statistically explained using gender, free school meal status and ethnicity." https://www.bell-foundation.org.uk/app/uploads/2021/03/University-of-Oxford-Report-March-2021.pdf	1,2,3

	Accurate assessment of EAL pupils' proficiency in English levels is essential in ensuing they receive the appropriate level of learning support.	
Updating and maintenance of technology to facilitate assessment and curriculum delivery including; Kindles, Netbooks, Laptops, variety of technology to support delivery of DT, geography and computing curriculums.	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)**	1,2,3
Accelerated Reader Subscription (250+ licenses)	EEF Toolkit shows a +3 month progress impact from Accelerated Reader. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1,2,3
MyOn Subscription (all pupils) – online library	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.	1,2,3,10
Early Start Spanish subscription	'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.	1,2,3
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	1,2
Digimaps Subscription	**Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics)** *(Ofsted 2007/08)*	1,2
Fully funded fieldtrips embedded in the	"Where teaching in geography was good or outstanding, it was characterised by: • effective use of the local environment to raise pupils' awareness of the immediate world around them	1,2,7

geography curriculum.	• the use of topical issues relevant to pupils' lives • purposeful use of a good range of appropriate resources including ICT, such as geographical information systems (GIS), to bring learning to life • he use of a variety of types of maps to develop a sense of place and space through enquiry and discovery." https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf	
Outstanding Science Subscription	"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	1,2
Key Stage History Subscription	**Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics)** *(Ofsted 2007/08)* Primary schools should: • ensure that they do as much as possible to provide access to an expert subject leader or the resources to nurture one for each subject • review their policies on the role of a subject leader so that these are comprehensive and include the role of training other staff • within the context of the school development plan, develop teachers' subject knowledge, taking account of the demands of different subjects identified in this and Ofsted's subject reports • seek links with neighbouring schools to share good practice and capitalise on local expertise • take advantage of subject-specific opportunities for continuing professional development, such as those available in science. https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf	1,2
Specialist art teacher in to support teaching of new art curriculum (2 x half days per week)	**Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics)** *(Ofsted 2007/08)* Primary schools should: • ensure that they do as much as possible to provide access to an expert subject leader or the resources to nurture one for each subject • within the context of the school development plan, develop teachers' subject knowledge, taking account of the demands of different subjects identified in this and Ofsted's subject reports • take advantage of subject-specific opportunities for continuing professional development, such as those available in science. https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf	1,2,7

	Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics) *(Ofsted 2007/08)*	1,2,3
Subject Leader Networks	Primary schools should: • ensure that they do as much as possible to provide access to an expert subject leader or the resources to nurture one for each subject • seek links with neighbouring schools to share good practice and capitalise on local expertise • take advantage of subject-specific opportunities for continuing professional development, such as those available in science. https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf	

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

Budgeted cost: £*72,072*

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics Intervention s (target sounds, high frequency words, fluency)	"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. 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	1,2,3

	We have also used Precision Teaching in previous years and have found through experience that it supports children to retain the knowledge taught.	
Shine Maths Interventions (linked to NTS tests)	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
Shine Reading Interventions (linked to NTS tests)		1,2,3
Shine SPaG Interventions (linked to GAPs tests)		1,2,3
Numberstacks Maths Intervention	"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 Numberstacks interventions are based on the outcomes of the Numberstacks assessment.	1,2
Flash Academy English Language Interventions		1,2,3
Speech and Language Link Assessment and Interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions +6 months	1,2,3
Additional 0.6 teacher to deliver KS2 interventions	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 TA in Year 2 to support 3 x pupils with high needs SEND		1,2,3
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.	1,2,3,12

s for identified pupils (based on initial assessment)	"…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/**	
Sensory room - cost of maintenance of equipment and sensory intervention time	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

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

Budgeted cost: £ *200,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
50% of costs paid towards Year 5/6 Residential trip (Hartington)	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
Subsidised school trips for each year	**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,	7

group (additional to fully funded geography fieldtrips and memorable experiences).	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	
Whole school theatre trip (annual) – fully funded.	**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
1 x class to take part in Lantern Festival and linked arts-based activities.	Arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts	7
Synphonia Viva (music/STEM project and performance for a group of identified pupils)		7
Forest Schools (6 identified pupils each half term)	**Forest School and its impacts on young children: Case studies in Britain (2007)** "The research highlights that children can benefit in a range of ways. Six themes emerged from the data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding. Two further themes highlight the wider impacts of Forest School on teachers, parents, and the extended family. Contact with the natural environment can be limited for children and young people in contemporary society due to concerns about safety outdoors and issues of risk and liability. Forest School provides an important opportunity for children to gain access to and become familiar with woodlands on a regular basis, while learning academic and practical skills. The constructivist theory of learning seems to be particularly suited to the Forest School approach as children make meaning from their direct experiences." https://www.sciencedirect.com/science/article/abs/pii/S1618866707000301	5,7
Forest Schools training for 2 x staff members		5,7
Violin lessons (external provider) – Year 4	https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf EEF – Arts participation provides +2 months progress	7

	"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.	
Early Start Russian Subscription for after school Russian club	The EEF is currently reviewing the impact of foreign language learning on educational outcomes, an interim report was published in 2020: **Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment (EEF, 2020)** 2…judicious use of technology, video, film and TV (and their captions) can have a place in facilitating the development of foreign language knowledge and skill". "Knowing and using another language is advantageous, because it allows the individual to know and use another language. Circular reasoning such as this should normally be eschewed but we use it here to demonstrate a self evident truth – being knowledgeable in another language is a good thing in and of its own right." "…some positive evidence that learning a FL in school can lead to positive outcomes in other areas but given the lack of research in this area this is only a tentative conclusion at this stage".	3,7
Lunchtime sports clubs	**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	5,7,12
Boxing club (1 x per week, 12 identified children – SEMH support)		5,7
Lunchtime library and reading shed resourced and staffed	**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). • 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).	1,2,3,7

	• 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	
Daily after school clubs (funded for pupils at parents request)	Art/Craft Clubs: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation (arts participation +3 months) Sports Club: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity (physical activity +1 month) Russian Club: The EEF is currently reviewing the impact of foreign language learning on educational outcomes, an interim report was published in 2020: **Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment (EEF, 2020)** 2…judicious use of technology, video, film and TV (and their captions) can have a place in facilitating the development of foreign language knowledge and skill". "Knowing and using another language is advantageous, because it allows the individual to know and use another language. Circular reasoning such as this should normally be eschewed but we use it here to demonstrate a self evident truth – being knowledgeable in another language is a good thing in and of its own right." "…some positive evidence that learning a FL in school can lead to positive outcomes in other areas but given the lack of research in this area this is only a tentative conclusion at this stage".	7
Winning Minds/Building Sound Minds (9 identified children + Year 6 Transition and SATs Mental Health support)	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

Safe and Sound (4 identified vulnerable children – promoting safer online use)	**Vulnerable Children in a Digital World** Vulnerable groups are more at risk of online abuse and crime. Groups include; • Young carers and children in care • Pupils with special educational needs • Pupils with physical difficulties • Pupils with communication difficulties • Pupils with mental health difficulties. "For some vulnerable children, one reason that they give for not being attentive during an online safety session is that they are worrying about real major problems in their life and simply do not have the capacity to view as urgent the potential risks being described in the session. They can shut it out, or feel they know it already or it 'won't happen to me'."	5
National Online Safety Training – all staff	"The new RSE basic curriculum (to be compulsory in schools in England) provides welcome opportunities to begin to close this gap, however the workforce requires training in online safety to fully enable this. Moreover, special attention must be given to children with vulnerabilities - and this report begins to suggest how to do that. RSE could deliver nuanced education and support to vulnerable children." https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Report-Vulnerable-Children-in-a-Digital-World.pdf	
Free, universal breakfast club, daily.	**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. • 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	4, 11
Family Learning Sessions (1 afternoon per	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	8

week, 10 identified families)	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:	
ESOL Lessons (2 hours per week, 10-16 parents)	• 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.	8
Functional Skills English, level 1 and 2 qualifications for parents	**Family learning: An evaluation of the benefits of family learning for participants, their families and the wider community** *(Ofsted, 2009)*	8
Functional Skills Maths, level 1 and 2 qualifications for parents (initial trial Jan 2023 to July 23)	The family learning programmes observed made a considerable contribution to the achievements of children and adults. • They interacted much better with teachers in schools, showing increased confidence and communication skills. They developed good skills to help their children's learning, became familiar with the teaching strategies the school used, and applied the same methodologies to support their children • Learners greatly improved their literacy, numeracy and language skills. They applied these skills well to developing games and activities that stimulated and enthused their children. • Learners for whom English was an additional language improved their spoken skills considerably, to help their child and to better integrate themselves into the local community. • In all the providers visited, staff and parents reported that children's skills developed well. Children's behaviours improved and they settled better in class. They were able to relate better to their peers and to teachers. They improved their communication skills, self-confidence, fine motor skills, and participation in group activities, reading, writing and numeracy. Interactions between the child and their parent or carer were much improved. • The wider benefits and progression outcomes for adults included increased involvement in school life, gaining employment, increased social networking, achieving qualifications and moving into employment. Parents became more actively involved in school life, with benefits for all.	8
5 x days per week New Communities Achievement Team (NCAT) support (translation and family liaison.g. re attendance, family support re housing, health and support services)	**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/ **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 https://www.gov.uk/government/publications/schoolattendance/frameworkfor-securing-full-attendance-actions-for-schools-and-local-authorities	1,8,9,11
Attendance support: EWO sold Service.	"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.	4
Attendance support: In		4

school Attendance Officer – working with families or persistent absentees	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."	
Learning mentor and/or NCAT team member – support for parents to arrange/attend children's medical appointments	"…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/	8,9,11
Mobile phone for learning mentor – direct phone line for identified families.	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 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.	9

Class Dojo and text message communications service.	• 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	
Peer Mentoring (10 x peer/mentor pairs)	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
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	3,5
Easter School (Year 6 x 5 days over Easter holiday)	Extending school time +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,3
Year 6 After School SATs Boosters (Spring Term)		1,2,3
Safeguarding and Families Manager (3 days per week) – Family liaison for vulnerable families.	There are a significant number of pupils who have either currently have, or within the last 6 years have had a social worker due to their circumstances at home. A dedicated Safeguarding and Families Manager ensures that the school is able to maintain effective and frequent communication with vulnerable/at risk families as well as with other agencies (e.g. social care, virtual teachers etc). They also help to sign post vulnerable families to support with housing etc. **Promoting the education of children with a social worker, June 2022, DfE** "The CiN review identified for the first time that 1.6 million children needed a social worker between 2012 and 2018, equivalent to 1 in 10 children or 3 children in every classroom. These children are present in 98% of state schools and face barriers to education due to experiences of adversity, most commonly as a result of domestic abuse, mental ill-health, and substance misuse, with 62% of children needing a social worker having experienced one or more of these."	8,9,11

	"Children with a social worker are around 3 times more likely to be persistently absent from school and between 2 to 4 times more likely to be permanently excluded from school than their peers. This group are also over ten times more likely to attend state-funded alternative provision settings than all other pupils." "Effective support for children with a social worker needs education settings and local authorities to work together. Leaders of all agencies can play a crucial role in establishing a culture where every child is able to make progress. Education settings and local authorities will have different responsibilities but establishing shared priorities can help to drive change for children." "Information sharing is key in promoting the welfare and educational outcomes of children with a social worker. It is vital that all parties, be that a VSH, relevant other local authority officer, school, trust/multi-academy trust, or another local authority where a child attends for their education, working with these children recognise the importance of information sharing and adopt effective procedures and principles to enable this."	
Learning Mentor – runs 'Orchard' through lunchtimes and playtimes to support pupils struggling with SEMH.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel "Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year."	5
2 x members of staff – mental health training		5
Behaviour Box (behaviour intervention)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Behaviour interventions +4 months progress.	5
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."	7

		https://educationendowmentfoundation.org.uk/news/eef-partners-with-bank-of-america-merrill-lynch-to-investigate-ways-to-impr	

Total budgeted cost: £334,144

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Review of Outcomes
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)	*EYFS Results:* *(table below)*

EYFS Results:

	LA (% at ARE)	U (% at ARE)	S (% at ARE)
All Pupils	87.5	85	77.5
Forever Firs	93.1	89.7	82.8
Advanced Bilingual Learners	100	100	100
First Language English	100	100	100
Pupil Premium	80	80	80
Not Pupil Premium	92	88	76
New to English	61.5	53.8	30.8

- *Although a lower % of PP pupils met the expected standard in the Communication and Language strands than non-PP, further analysis of the data show that this was in fact more due to pupils' English Language Proficiency than a result of deprivation.*

- *75.4% of EAL pupils assessed were either meeting or exceeding their English Proficiency target set to achieve fluency within 5 years.*
- *85.4% of EAL pupils assessed were either meeting or exceeding their English Proficiency target set to achieve fluency within 7 years.*

Flash Academy was purchased in the 2021-22 academic year to be used as a targeted intervention for those pupils not on track to meet their Proficiency in English 7-year target. This intervention will be under review in the 2022-23 year to ensure it represents

		value for money and has a positive impact on pupil outcomes.
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	*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data.* *Average reading age progress for pupils in KS2 accessing Accelerated Reader for the whole academic year was 8.2 months, however due to the dates the STAR reader tests were taken, the time period between tests was on average 8.5 months – so 8.2 months represent almost expected progress.* ***SATs*** *(2022: KS1 National Reading – 67%, KS2 National Reading – 74%)*

SATs

	KS1 SATs Reading (% ARE/+)	*KS2 SATs Reading (% ARE/+)*
Forever Firs	*57.7*	*57.1*
Advanced Bilingual Learners	*69.6*	*37.5*
First Language English	*47.1*	*45.5*
Pupil Premium	*36.4*	*31.8*
Pupil Premium but not SEND or EAL	*50*	*62.5*
Not Pupil Premium	*60*	*40*
Not Pupil Premium, not SEND, not EAL	*100*	*n/a*

Year 1 Phonics: (2022 National Y1 Phonics pass rate – 75%)

	Y1 Phonics (% ARE/+)
Forever Firs	*77.8*
Advanced Bilingual Learners	*83.3*
First Language English	*81.3*
Pupil Premium	*55.6*
Pupil Premium but not SEND or EAL	*81.8*
Not Pupil Premium	*72.7*
Not Pupil Premium, not SEND, not EAL	*100*

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)

	KS1 SATs Writing (% ARE/+)	KS2 SATs Writing (% ARE/+)
Forever Firs	*61.5*	*42.9*
Advanced Bilingual Learners	*60.9*	*20*
First Language English	*29.4*	*45.5*
Pupil Premium	*30.3*	*20.5*
Pupil Premium but not	*37.5*	*50*

		SEND or EAL		
		Not Pupil Premium	45	26.7
		Not Pupil Premium, not SEND, not EAL	*66.7*	*n/a*

SATs
(2022: KS1 National Writing – 58%, KS2 National Writing – 69%)

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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).	*SATs* *(2022: KS1 National Maths – 68%, KS2 National Maths – 71%)*		

	KS1 SATs Maths (% ARE/+)	*KS2 SATs Maths (% ARE/+)*
Forever Firs	*69.2*	*42.9*
Advanced Bilingual Learners	*69.6*	*32.5*
First Language English	*41.2*	*63.6*
Pupil Premium	*36.4*	*27.3*
Pupil Premium but not SEND or EAL	*37.5*	*62.5*
Not Pupil Premium	*60*	*53.3*
Not Pupil Premium, not SEND, not EAL	*66.7*	*n/a*

Deliver a high quality, broad and balanced	• External subject monitoring e.g. from	*Ofsted Inspection June 2022: Rated Good*

curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital.	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.	"Leaders have developed a curriculum that takes account of what pupils need to learn and when. This starts in early years, where children get off to a flying start. The learning opportunities children experience prepare them well for what will come in Year 1 and beyond. In all year groups, learning is clearly planned and builds sequentially to help pupils know and remember more over time. Leaders plan what vocabulary and knowledge they want pupils to know and remember" "The school's wider offer provides many opportunities for pupils to develop their spiritual, moral, social and cultural understanding. Pupils show respect for difference and diversity. One pupil told inspectors: 'It would be a boring old world if we were all the same.' Pupils learn about different faiths and cultures….Pupils have many opportunities to learn skills that will prepare them for the future. For example, they learn about managing money and how to keep themselves safe when online."
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).	Whole school attendance data demonstrated an upward trend in the 2021-2022 academic year: Oct 21 – 90.81% Dec 21 – 92.54% Feb 22 – 92.71% Apr 22 – 93.11% May 22 – 93.45% June 22 – 93.43% Attendance data continues to be impacted by the much higher than average number of children missing in education each year (71 children were CME in the year 2021-2022), which is a result of the school's highly transient population – families often moving back to their home country, or around the UK, for work or family reasons – often giving school no notice or forwarding contact details.
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 reflections in a year.	• There was only one exclusion (fixed term – one day) in the academic year 2021-22. • There were only 7 isolations in the academic year 2021-22. Only one child had more than one isolation (2). • A number of children had more than three lunchtime reflections across the year. ***Ofsted (June 2022) found:*** "Pupils understand the school's rules and values. They behave well and are kind to each other. Pupils understand the different forms that bullying can take. They say that bullying is rare. If it happens, staff resolve issues quickly." "Leaders promote pupils' well-being effectively. Staff work closely with pupils to help them manage their mental and emotional health, particularly for the most vulnerable." ***Parent Questionnaires in Autumn 1 2022 found that:***

		• 97.2 % of parents agreed or strongly agreed that their child felt safe at school.
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.	*Ofsted (June 2022) found:* "Firs Primary School is an inclusive, happy and welcoming school. The 'Firsy five' values are at the heart of everything staff and pupils do. Staff and pupils ensure that everyone, including those who are new to the country, feel safe and welcomed. There is a range of effective support for pupils who may require it. Pupils speak positively about going to 'The Orchard' when they feel they need some extra help. This is a school that cares for all." "Pupils who speak English as an additional language receive effective support and achieve well." "Some pupils receive help to learn how to speak English. This is personalised to help pupils learn well and feel successful." ***Parent Questionnaires in Autumn 1 2022 found that:*** • *98.6% of parents agreed or strongly agreed that their child enjoys coming to school.* • *98.6% of parents agreed or strongly agreed that their child makes good progress with their learning.* • *95.2% of parents agreed or strongly agreed that the teachers knew their children well.*
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.	• *Ofsted (June 2022) found:* "Staff not only support pupils, but their families too. They provide a range of family learning workshops. These include cooking, sewing and English classes. Staff support families with medical appointments and translation when needed. Parents are as important as the pupils at this school." • The % of parents attending parents evening (either face to face or via phone call) has risen each year since records began in 2017. In Autumn 2017 62%

	EYFS and phonics workshops	attended. 95% attended in Spring 2022, with many classes achieving 100% attendance. Parent questionnaires in Autumn 1 2022 parent comments: **Please tell us about anything you think the school is very good at:** • "Keeping us informed." • "Personal connections with entire family." • "Knowing the academic strength and weakness of the pupil; creating good relationship between parent and teacher, school and the pupil; carrying the parent along with the progress of the child; the teachers are wonder and caring." • "Keeping parents included with what is happening in school." • "Good communication with parents. Gives food support to children." • "Learning, understand us if we have a problem." • "Communication, services, child safety, convenient place."
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.	• Termly reading tests (NTS) showed that pupils in KS2 made 2.8 points progress in their scaled scores and closed the gap between their attainment and targets from -3.5 to -0.7 over the 2021-22 academic year. Pupils in KS1 made 2.4 points progress across the year and exceeded their reading target by 3 scaled score points.
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.	• *Ofsted (June 2022) found:* "There is a whole-school culture of prioritising reading. Pupils learn to read well. There is a clear and consistent structure to teaching phonics. When pupils fall behind, teachers provide support to enable them to catch up quickly. This helps pupils to learn how to read fluently. Pupils enjoy reading. They love earning the bronze, silver and gold awards for reading and strive to earn their free book. Staff read to pupils every day. Pupils enjoy using the library, which is full of interesting and exciting books." • Monitoring of MyON usage shows that many children are regularly accessing the online library from home. Data from Autumn 1 2022 is as follows:

	• A wide range of pupils are accessing the library and reading shed at lunchtimes.	<table><tr><td>Year</td><td>Number of Students</td><td>Books</td><td>Minutes Read</td><td>Words Read</td></tr><tr><td>Reception</td><td>67</td><td>232</td><td>920.7</td><td>63,094</td></tr><tr><td>Year 1</td><td>52</td><td>121</td><td>410.3</td><td>39,493</td></tr><tr><td>Year 2</td><td>60</td><td>67</td><td>831.6</td><td>86,397</td></tr><tr><td>Year 3</td><td>58</td><td>160</td><td>580.9</td><td>47,772</td></tr><tr><td>Year 4</td><td>61</td><td>168</td><td>764.5</td><td>114,374</td></tr><tr><td>Year 5</td><td>49</td><td>102</td><td>602.0</td><td>79,009</td></tr><tr><td>Year 6</td><td>60</td><td>41</td><td>331.3</td><td>60,309</td></tr></table>
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.	*Ofsted (June 2022) found:* "Staff know pupils and their families well. Staff are vigilant and know how to report concerns. The designated safeguarding leads work effectively as a team to support families. Leaders work closely with outside agencies, where appropriate, to signpost pupils and families to support and help" ***Active School's Programme review June 2022:*** • Daily physical activity: The last recorded measure for DPA showed an average increase of 16.8 minutes (not including lunchtime) • 15 out of 15 children improved their physical development as part of the physical literacy programme. Pupils increased their average milestone score from 8.1 to 13.7 • 43% of children increased their fitness levels by the third assessment. Of the 43% that improved their fitness levels, they increased their distance ran by an average of 182m in 10 minutes. • Staff saw the following key changes in pupil behaviour after physical activity: -Increased concentration -More alert and ready to learn -Better engaged in lessons -Happier -Increased stamina • Staff reported the following changes in pupils: -'*Improvement in fine motor skills as a result of working on gross motor activities*' '*More active at playtimes*' *Children respond well to brain breaks and short active sessions to break up learning*"
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

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: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Analysis of Barriers to Learning (November 2022):

Barriers to Learning	Number of Pupils (%)
5 Barriers to Learning: Adverse Childhood Experiences, EAL, Pupil Premium, SEND, Transience (1+ School move)	3 (0.7%)
4 Barriers to Learning: Adverse Childhood Experiences, EAL, Pupil Premium, SEND	1 (0.2%)
4 Barriers to Learning: EAL, Pupil Premium, SEND, Transience (1+ School move)	6 (1.4%)
4 Barriers to Learning: Adverse Childhood Experiences, EAL, SEND, Transience (1+ School move)	1 (0.2%)
4 Barriers to Learning: Adverse Childhood Experiences, EAL, Pupil Premium, Transience (1+ School move)	10 (2.3%)
4 Barriers to Learning: Adverse Childhood Experiences, Pupil Premium, SEND, Transience (1+ School move)	6 (1.4%)
3 Barriers to Learning: EAL, Pupil Premium, SEND	10 (2.3%)
3 Barriers to Learning: EAL, SEND, Transience (1+ School move)	6 (1.4%)
3 Barriers to Learning: Adverse Childhood Experiences, EAL, Pupil Premium	6 (1.4%)
3 Barriers to Learning: EAL, Pupil Premium, Transience (1+ School move)	72 (16.9%)
3 Barriers to Learning: Adverse Childhood Experiences, EAL, Transience (1+ School move)	2 (0.5%)
3 Barriers to Learning: Pupil Premium, SEND, Transience (1+ School move)	4 (0.9%)
3 Barriers to Learning: Adverse Childhood Experiences, Pupil Premium, Transience (1+ School move)	3 (0.7%)
2 Barriers to Learning: EAL, SEND	9 (2.11%)
2 Barriers to Learning: EAL, Pupil Premium	48 (11.3%)
2 Barriers to Learning: Adverse Childhood Experiences, EAL	1 (0.2%)
2 Barriers to Learning: EAL, Transience (1+ School move)	79 (18.5%)
2 Barriers to Learning: Pupil Premium, SEND	13 (3.1%)
2 Barriers to Learning: SEND, Transience (1+ School move)	1 (0.2%)

2 Barriers to Learning: Adverse Childhood Experiences, Pupil Premium	14 (3.3%)
2 Barriers to Learning: Pupil Premium, Transience (1+ School move)	17 (4%)
1 Barrier to Learning: EAL	65 (15.3%)
1 Barrier to Learning: SEND	2 (0.5%)
1 Barrier to Learning: Pupil Premium	20 (4.7%)
1 Barrier to Learning: Adverse Childhood Experiences	3 (0.7%)
1 Barrier to Learning: Transience (1+ School move)	10 (2.3%)
No Barriers to Learning	13 (3.1%)

- **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