

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	Firbeck Academy
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	40% (65 children)
Academic year that our current pupil premium strategy plan covers	2021/2022
Date this statement was published	28.11.21
Date on which it will be reviewed	01.09.2022
Statement authorised by	E. Thornhill
Pupil premium lead	E. Thornhill
Governor / Trustee lead	S. Crawford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,981
Recovery premium funding allocation this academic year	£7,256
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	£64,237

Part A: Pupil premium strategy plan

Statement of intent

Firbeck Academy serves a wide and mixed catchment. It is situated within the bottom 10% of most deprived neighbourhoods in the country, with 40% of children eligible for free school meals. It has a low employment and higher than the national average benefit claimants.

Research indicates that common barriers for learning for disadvantaged children can be: poor language and communications skills, lack of confidence and low self-esteem, low literacy and numeracy skills, less support at home, attendance and punctuality issues & complex behavioural issues. Alongside this there may be more complex family situations that prevent children from flourishing. All teaching staff at Firbeck are involved in the analysis of data and have an awareness of those in receipt of additional funding via the pupil premium strategy.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our objectives at Firbeck are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to at least meet nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

In order to achieve these objectives we have:

- Trained a teaching assistant to become an ELSA. At least weekly ELSA sessions now take place
- Trained a teaching assistant to become our Forest School lead. These sessions further enhance our curriculum and take place weekly
- Deployed 2 teaching assistants to our Nursery & Reception classes
- Employed additional teaching assistants to work between years 1-6
- Continued to work closely with a school counsellor
- Purchased and implemented a new high quality and ambitious phonics programme – Little Wandle. This also included obtaining new books to complement the programme

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills and early maths skills in EYFS are lower for pupils eligible for PP than for other pupils This slows phonic and reading progress in subsequent years.
2	Poor literacy skills in KS2 PP pupils, especially linked to vocabulary
3	Poor self-esteem and negative view of themselves, especially PP boys
4	80% of playground issues which requires interventions between September 2020 and July 2021 were instigated by PP pupils
5	Attendance rates for pupils eligible for PP are below non PP children. (Sept 2020 – July 2021 PP 93.6% Non PP 95.2%)
6	86% of support provided through interventions such as Early Help or Social Care was for PP pupils.

7	Access to high achieving role models and positive role models within the community result in low aspiration
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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
Improve literacy and numeracy progress in EYFS and Year 1 & 2	PP Communication and Language scores at the end of EYFS are in line with non PP peers PP phonic screening scores are in line with national
Improve rate of progress across KS2, for pupils eligible for PP.	PP reading, writing and maths scores in all year groups are in line with non PP peers
Improve self-esteem and increase attitudes to learning – in class and on the playground	PP pupils ATL scores are in line with non PP pupils Number of behavioural incidents reduces
Improved attendance	Attendance of PP pupils is in line with non PP peers
Increase children's aspiration	PP pupils ATL scores are in line with non PP pupils

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £43,118

Desired Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve literacy and numeracy progress in EYFS and Year 1 & 2	<p>2 Teaching Assistants deployed to Nursery (<i>Sept 21 there are 13 children attending Nursery</i>)</p> <p>Year 1 and year 2 to receive support from full time Teaching Assistant. (Their focus will be in class support each morning and delivering phonics, maths and reading interventions.) (Cost £16,000)</p> <p>Purchase and implement Little Wandle phonics programme. (Cost to buy £2,362)</p> <p>Through the National Tutoring programme, employ a tutor and Academic Mentor to tutor children on a 1:3 ratio (Cost £3,564)</p>	<p>EEF shows impact of Oral Language Intervention increases outcomes by +5 months</p> <p>1:1 and small group sizes have been reviewed by the EEF as having a high impact on achievement +5 months</p>	1
Improve rate of progress across KS2, for pupils eligible for PP.	<p>Teaching Assistant to work in each year group, either on a part time or full time basis.</p> <p>TA to enable faster feedback in core lessons.</p> <p>Focused interventions led by class teachers</p> <p>Through the National Tutoring programme, employ a tutor and Academic Mentor to tutor children on a 1:3 ratio</p>	<p>EEF shows that effective feedback increases outcomes by +8 months.</p> <p>1:1 and small group sizes have been reviewed by the EEF as having a high impact on achievement +5 months</p>	2

	(Cost: £21,192)		
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Targeted academic support

Budgeted cost: £12,169

Desired Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve self-esteem and increase attitudes to learning – in class and on the playground	<p>Train one teaching assistant to be an ELSA. (Cost £797) Conduct weekly small group and 1:1 sessions (Cost £1,475)</p> <p>Train one teaching assistant to have a foundation course in Forest school. (Cost £897) Conduct weekly small group sessions (Cost 2, 047)</p> <p>Employ at School Counsellor one morning a week (Cost £3,250)</p> <p>Family Liaison Officer to build relationships with parents in community (Cost £4,500)</p>	<p>EEF shows that behaviour intervention increased attainment y +3 months.</p> <p>Targeted school-based counselling interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment (Banerjee et al 2014, cited in School Counselling for All, British Association of Counselling and Psychotherapy 2015)</p>	3,4,6

Wider strategies

Budgeted cost: £9,100

Desired Outcome	Activity	Evidence that supports this approach	Challenge number(s) addressed

Improved attendance	Attendance Officer to ensure attendance policy followed. Use of letters, meetings, home visits, and the coordination of multi agency work where necessary. (Cost £2,800) Educational Welfare Specialist Support	Educational Welfare Officers administer legal action where family support has not had the required impact. DfE (2011) reported that: -Of pupils who miss more than 50% of school, only 3% manage to achieve five A* to Cs including English and Maths -Of pupils who miss between 10% and 20% of school, only 35% manage to achieve five A to C including English and maths	5
Increase children's aspiration	Rigorously ensure that our curriculum is aspirational and meets the needs of all learners. (Through pupil & staff voice, CPD & monitoring) (Cost £6,300)	Based upon the indices of deprivations, our local community is within the 10% most deprived area in the country (1745/32,844). Social and economic circumstances constitute 86% of factors explaining disadvantaged pupils' educational results.	7

Total budgeted cost: £64,387

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.

1. 2020/2021 Key Stage 2 attainment (based on teacher assessment as no SATs took place due to Covid 19)				
25 children in total: 10 pupils eligible for PP, 15 Non PP pupils	<i>Pupils eligible for PP % of the 10 pupils</i>	<i>Pupils not eligible for PP % of the 15 pupils</i>	<i>All pupils</i>	<i>National All (based on 2018-2019)</i>
% Achieving R/W/M	40%	67%	54%	66%
% At Expected in Reading	50%	81%	65%	73%
% At Expected in Writing	40%	67%	54%	79%
% At Expected in Maths	50%	81%	65%	78%

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
TT Rockstars	
ELSA	
Little Wandle	
Lexia	