

# Pupil premium strategy statement – Firbeck Academy

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

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

## School overview

Detail	Data
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/2025
Date this statement was published	1 <sup>st</sup> October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	EHT
Pupil premium lead	EHT
Governor / Trustee lead	Chair of LGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,480.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,480.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Firbeck Academy, we believe that all pupils have the right to an excellent education, with no limits to their learning. All pupils should have access to every aspect of a rich and rewarding school life. They should be nurtured so that they can grow and succeed. We will do all in our power to give our pupils, irrespective of their starting point and background, the best start to school life.

Our vision is to ensure that all our pupils receive an amazing education that focuses on aspiration, high expectation and always underpinned by our vision 'Nurturing for the future and our ethos of 'Work Hard. Be Kind.

As a school we put kindness, care and respect at the heart of all we do. We encourage our pupils to be curious, preserver, be imaginative, solve problems and look for different ways to approach challenges.

We passionately believe that all our pupils must be given the tools to quickly learn to read, write, spell and use maths with confidence. We know the value of quality teaching and learning in Early Years, with a particular emphasis around oracy forms the basis for future success.

We strive to work with parents and carers, alongside outside agencies where necessary, to ensure all pupils receive the help and support they need to attain and make great progress – and transition to the next stages of learning with the skills and confidence to be successful.

A broad and balanced curriculum to support all learners (covering all areas of the National Curriculum) enhanced by additional focused days, educational and residential visits, sporting and musical opportunities is at the heart of our vision, always underpinned by high quality provision in terms of teaching and learning.

We always consider the challenges faced by our pupils and families deemed to be vulnerable and/or disadvantaged and do our utmost to enable them to access the curriculum through quality first teaching. Our Trust values underpin this.

Additional support may focus around:

- Attendance
- Physical and mental health and wellbeing
- Evidence based learning interventions to close gaps
- Financial support, for instance subsidised support to enable children to access rich, cultural experiences (Cultural Capital)

### **Key principles**

- All our pupils will make progress if the right support is in place – we aim to ensure that teaching and learning opportunities meet the needs of all.
- All adults in school are equipped to provide emotional support thereby providing a supportive learning environment in which our children thrive.
- All teaching staff are involved in the analysis of data and ongoing assessment information so that they are fully aware of strengths and weaknesses.
- We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Ultimate Objectives**

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of year 6.

### **Achieving these objectives**

The range of provision the governors consider making for this group include and would not be limited to:

- The provision of additional adults in class to enable teachers to work effectively and flexibly in during whole class quality first teaching sessions.
- The provision of additional adults to provide access to small group intervention led by trained teaching assistants or the class teacher.
- Termly review during pupil progress meetings with oversight by the SENCO.
- The provision of experienced, trained teaching assistants to provide behaviour, nurture and emotional support within the classroom setting and during lunchtime.
- Access to counselling through involvement with the LA.
- To allow the children to learn a musical instrument and to sing in a choir.
- Behaviour and nurture support during learning and lunchtimes by providing activities to engage and promote our values and thus enhance learning.
- Free access to all enrichment activities thus ensuring children have first-hand experiences to draw from and use in the learning in and out of the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to our Foundation Unit in all areas but especially in PSED, listening, attention, understanding and speaking.
2	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. In general, more prevalent among our disadvantaged pupils than their peers.
3	Many of our pupils continue to have a lack of enrichment experiences (which extend vocabulary) outside school.
4	Low attendance/lateness levels for those children of families who are identified as disadvantaged/ hard to reach
5	A significant number of pupils are vulnerable to social, emotional and mental health difficulties for varied reasons.
6	Lost learning, lack of social opportunities and low parental involvement around home learning during the lockdown time, continues to negatively impact on the education and wellbeing of many of our disadvantaged pupils. This has resulted in significant knowledge gaps leading to pupils falling further behind age related expectations and many social anxiety issues. These findings are supported by national studies.

## 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 attendance	Ensure attendance of disadvantaged pupils improves (aim for 95%).
Improved progress and outcomes in Phonics	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in the phonics screening check.
Improved progress in Reading	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in reading.

Improved progress in Writing	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in writing
Improved progress in Maths	The majority of pupils, including those classed as disadvantaged, make good progress from their starting points and achieve national average progress scores + in Maths
Our pupils well-being is positive	All pupils, including those classed as disadvantaged have a positive outlook and are equipped with strategies to support self-regulation.

## 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: £ 15,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for TAs linked to FFT Lightning Squad reading intervention £1,000	EEF Report: Improving Literacy highlights the need to support the development of fluency and develop pupil's language capabilities.	1, 2, 6
Staff CPD: Additional CPD for identified staff. The focus will be adaptive teaching, effective practice in EYFS. £6,000	Using pupil premium funding to improve the teaching quality is the most effective way to improve outcomes for disadvantaged pupils (DfE 2021) EEF toolkit- Small Group tuition	1,2, 6
Little Wandle CPD for new staff and redeployed TAs and HLTA. £4,000	EEF Report: Improving Literacy highlights the need to support the development of fluency and develop pupil's language capabilities.	1, 2, 6
TA leading on ELSA and Forest School Lead to attend specific	Research shows there is a link between mental health and educational success, as highlighted in various DfE reports	5

training around supporting well-being £1,650		
CPL provided by inclusive attendance platform £1,000	All research shows that good attendance is require in order to close the gap and for educational success.	4, 5
Attendance Lead and SLT member to attend bespoke CPD around improving attendance £1,500	The 'Working Together to Improve School Attendance' paper highlights the need for school s to readdress their attendance strategy.	4, 5

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

Budgeted cost: £ 54,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics interventions delivered by support staff (daily) £5,550	Small group tuition has an average impact of four months additional progress over a year. (EEF teaching and learning toolkit; small group intervention)	1, 2, 6
Reading fluency interventions (three times a week) £5,000		
Targeted support staff in identified classes every morning £40,265		
Focused before & after-school sessions (twice a week during the autumn & spring term) with Y6 plus small group (one day a week) £3,600		

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

Budgeted cost: £ 45,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional time given to admin staff to support attendance and meeting with families etc £4,000	There is a clear link between attendance and outcomes for pupils Gov.uk – improving attendance at school “The evidence suggests that how SEL (Social and Emotional Learning) is adopted and embedded really matters for children’s outcomes.” Sir Kevan Collins EEF prioritising social and emotional learning	4, 5, 6
Provide a wide range of enrichment and extracurricular opportunities either free or at a much subsidised cost £20,000	Engagement in the arts and other extra curricular opportunities can support up to three months additional progress (EEF teaching and learning toolkit)	3, 5
Provide transportation for those disadvantaged pupils, whose families are struggling to get them into school £3,600	All research shows that good attendance is required in order to close the gap and for educational success.	4, 5
Targeted support via Forest School £4,160  ELSA sessions for identified disadvantaged pupils £4,160  TRIP Dance Intervention £1,620	Participation in interventions that support well-being and behaviour can support an additional four months progress.	1, 2, 3, 4, 5
Purchase and implementation of the MyHappyMind App. This helps develop self-regulation £3,000	Participation in metacognition and self-regulation programmes can provide up to seven months additional progress.	2, 4, 5
Access to free breakfast at the start of the day and/or access	Breakfast can boost pupils’ reading, writing and maths, as well as concentration by up to two months over	3, 4, 5

to the school's breakfast club. <i>£5,000</i>	the course of a year (EEF evaluation report on the impact of school's breakfast club)	
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**Total budgeted cost: £ 115,105**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

GLD at the end of EYFS		
FSM	4	50%
Non-FSM	11	46%
Year 1 phonics		
FSM	12	70%
Non-FSM	12	36%
End of KS2 outcomes		
	FSM	Non-FSM
Reading	64%	63%
Writing	64%	79%
Maths	27%	84%
Combined	27%	63%
<p>Attendance: Overall attendance for the school was 93.6%. Attendance across the school was below national, although the gap has narrowed from the previous academic year. Attendance for last academic year 93.6% and for disadvantaged pupils it was 92.5%. The gap is narrowing.</p> <p>Wider Strategy: Across the year, the school continued to provide a full range of extra-curricular and enrichment opportunities, with finance not being a barrier to taking part, for those pupils and families classed as vulnerable. Examples of these experiences include theatre workshops, a visit to London, a wealth of after school clubs and educational trips.</p>		

### 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
XTables Rockstars	Rockstars
SATs companion	SATs companion