

## 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	Fitzjohn's Primary School
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Reviewed	September 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Rob Earrey
Pupil premium lead	Rob Earrey
Governor lead	Ruth Katz

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,210
Recovery premium funding allocation this academic year	£4,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,270

# Part A: Pupil premium strategy plan

## Statement of intent

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents and interested stakeholders are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of Pupil Premium by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming PP or FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of Pupil Premium does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.

We recognise the fact that PP pupils are not a uniform group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account:

- We will use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- We will use the Pupil Premium for all year groups not just those being assessed at the end of each key stage.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment shows that there is a difference between disadvantaged pupils' attainment in meeting the Phonics Screening Check compared to their non-disadvantaged peers.
2	Assessment shows that pupils attaining at the lowest 20% of each class in reading often include disadvantaged pupils.
3	Many disadvantaged pupils have had less 'life experiences' and exposure to cultural capital
4	Some PP children have SEND siblings with EBDMH needs or have EBDMH needs which impacts their emotional well-being;
<b>n.b</b>	<b>. poor attendance and punctuality is not an issue for pupil premium children at Fitzjohn's</b>

## 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
Disadvantaged pupils develop fluency in Early Reading.	The difference between the attainment of disadvantaged pupils meeting the Phonics Screening Check compared to non-disadvantaged pupils is diminishing.
Pupils attaining at the lowest 20% of each class in reading make good progress.	Pupils attaining at the lowest 20% of each class in reading meet their challenging targets.
Disadvantaged pupils identified as having the potential to reach Greater Depth/Higher Standard reach Greater Depth/Higher Standard by the end of KS2.	Disadvantaged higher attaining pupils in KS2 make good progress and meet their academic targets in Reading, Writing and Maths.
Disadvantaged pupils are given greater exposure to cultural events.	Increased number of disadvantaged children accessing clubs, music, trips and residential

## 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: £0 from PP income – this was funded by school

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in teaching systematic synthetic phonics	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that teaching systematic synthetic phonics has the most positive impact on pupil attainment in early reading.	1

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

Budgeted cost: £32,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Y5/6 additional adult support</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment	1 and 2
<i>Y3/4 additional adult support</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment	1 and 2
<i>Y2 additional adult support</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment	1 and 2
<i>Y1 additional adult support</i>	The EEF summary of evidence in the 'Teaching and Learning Toolkit' shows that small group tuition has a positive impact on pupil attainment	1 and 2

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

Budgeted cost: £0 from PP income – funding from school and charitable income

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend school journey subsidised by school	EEF Summary of evidence: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	3
<i>Attend after school clubs</i>	EEF Summary of evidence: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	3
<i>Attend peripatetic music lessons</i>	EEF Summary of evidence: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	3

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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.

2021-2022	Number of PP children	Additional need	Reading % of children meeting or exceeding expected standard	Writing % of children meeting or exceeding expected standard	Maths % of children meeting or exceeding expected standard
Year 1	0				
Year 2	1	SEN	0	0	0
Year 3	0				
Year 4	3	2 x SEN; 1 new to school	33%	33%	33%
Year 5	3		67%	67%	100%
Year 6	6	2 new to school	100%	60%	100%

In addition to the above non-PP disadvantaged accessed our residential trip which raised their self-esteem.

More than 6 children accessed music provision.

More than 15 children accessed afterschool clubs.

Verbal feedback from parents and the children indicated that they valued this and that it made the children more excited about coming to school.

### 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
IXL Maths Programme Y6	IXL