

Pupil premium strategy statement 2021-22

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	Francis Askew Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	47.44%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025 (3-year plan)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Laura Martin (Headteacher)
Pupil premium leads	Jenna Thompson (SENCO) & Faye Rihane (Deputy Headteacher)
Governor / Trustee lead	Michael Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,825
Recovery premium funding allocation this academic year	£27,405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£276,230
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Francis Askew is that all pupils, irrespective of their background or challenges they face, make progress and achieve their potential across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including maintaining progress for those children who are already high attainers.

Francis Askew serves an area of high social deprivation with 47% of pupils eligible for pupil premium. Challenges that our vulnerable and disadvantaged pupils encounter is at the heart of this plan including those who are supported by social workers, have additional needs and those who are young carers. Our school is committed to addressing barriers to learning faced by pupils and ensuring that social disadvantage does not limit opportunities to succeed.

Quality teaching is at the centre of the approach, focusing on those areas that our disadvantaged require the most support. High quality teaching is proven to have the greatest impact on closing the attainment gap between disadvantaged and non-disadvantaged pupils in our school. In addition to focusing on the intended outcomes below, it is the school's intention that the non-disadvantaged pupil's attainment will be sustained and improved alongside their peers.

Our approach is one that is an integral part of Francis Askew's plans for education recovery, utilising the National Tutoring Programme as well as the recovery premium, for targeted support for those who have been worst affected by partial school closures, including those who are both disadvantaged and non-disadvantaged.

Our plan, although laid out for 3 years, will be responsive to the challenges and needs of the individuals which will be partly made up of diagnostic assessments. It will not be based on assumptions of the impact of disadvantage and will be personalised to the locality and school community. The approaches that have been selected intertwine and complement one another, are all research-based and therefore we know are impactful and high-quality. To ensure that the needs of our disadvantaged children are being met, we will:

- Ensure that a whole-school approach is adopted so that every member of staff is responsive to disadvantaged children and takes responsibility for their outcomes in addition to having high expectations of every child.
- Early intervention at the point of identification
- Work will be challenging but achievable for disadvantaged pupils, ensuring end-points are in sight and learning has a context to promote building of schema.

Challenges

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

Challenge number	Detail of challenge
1	The children's under-developed oral language skills and vocabulary gaps impacts their abilities in all areas of speech and language. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Pupils at Francis Askew who are disadvantaged have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This is evident across the whole school, from EYFS to KS2.
3	Limited support outside of school, for some pupils (especially disadvantaged) impacts on wellbeing, academic development, and attendance. Our attendance data shows that pre-pandemic, there was a 0.1% difference between disadvantaged and non-disadvantaged (disadvantaged being the lower percentage). The data from returning to school after lockdown, there is difference of 3.1%, disadvantaged being lower.
4	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than others. In addition to this, these children often start school with a reduced cultural capital. This has resulted in significant knowledge gaps leading pupils to fall further behind age-related expectations.
5	As indicated above (challenges 3 and 4), disadvantaged pupils have been impacted to a greater extent than others due to partial school closures over the past two academic years. Discussions with families, pupils and staff have identified an increase of social, emotional, and mental health needs in pupils. This directly impacts their academic attainment and progress as children are either not attending as well as before (see data in challenge 3) or, they are not regulating their emotions independently in readiness learning.

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.

Associated challenge number	Intended outcome	Success criteria
1	Improved oral language skills including vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language for disadvantaged pupils.
2	Improved reading attainment among disadvantaged pupils.	Phonics screening in KS1 will show that % of disadvantaged pupils that met the expected standard is at national. KS2 reading outcomes for disadvantaged pupils in 2024/25 will be in line with national data.
3	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance from 2024/24 demonstrated by: -the attendance gap between disadvantaged and non-

		<p>disadvantaged being reduced to less than 0.5%.</p> <p>-the overall percentage of all pupils who are persistently absent being below 10% and for those who are disadvantaged to being no more than 0.5% lower than their peers.</p>
4	Improved attainment for disadvantaged pupils in reading, writing and maths.	KS2 reading and maths outcomes for disadvantaged pupils in 2024/25 will be in line with national data.
5	To achieve and sustain improved wellbeing for our pupils, in particular, disadvantaged pupils.	<p>Sustain high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> -qualitative data from pupils, parents and teacher observations (including ELSA assessments). -a significant increase in participation in enrichment activities, particularly among disadvantaged 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 (CPD, recruitment and retention)

Budgeted cost: £30,146

Activity	Evidence that supports this approach	Challenge number(s) addressed
Baseline assessments for all pupils (reading, maths and spelling). Training for staff to ensure assessments are interpreted accurately (question-level analysis). £710	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Attainment measures in literacy, mathematics and science EEF (educationendowmentfoundation.org.uk)	1, 2, 4 & 5
Embedding dialogic activities (book-talk) across the curriculum. Training and release time and purchasing resources (books for end of day reading in KS1). Furniture and Books for reading corners KS1: £4,470	Evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Training and release time for further training, support and development for staff in teaching the Read, Write Inc programme. £1000 (including development day release time).	EEF data study projected to be completed 2023 for RWI The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) Evidence base shows that a phonics based teaching approach to reading is low-cost and has a high impact. Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 4
Implement and embed a progressive approach to the	Non-statutory guidance from the DfE in conjunction with the National Centre for Excellence in Teaching Mathematics which draws upon evidence-based approaches.	4

teaching of core mathematical skill. This includes Times Tables Rockstars, Superhero maths in addition to lesson sequences. This includes CPD for staff. White Rose subscription (£297, £139)	Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)	
Purchasing GL assessments and release time for staff development. These assessments will allow for targeted support to be put into place (speech and language). This will be for EYFS and those children who are on the Fresh Start programme.	GL assessments are widely used by the EEF. Case studies available: Identifying speech, language and communication needs with WellComm Primary - GL Assessment (gl-assessment.co.uk)	1, 2, 5
Purchase of high-quality texts with a range of genres for reading comprehension. Cost of new home reading books and books for the classroom across key stage two. £5000	This is to ensure exposure to new vocabulary and genres that are unfamiliar. To improve the children's cultural capital. Evidence of disadvantaged pupils reading a range of genres. The reading framework - teaching the foundations of literacy (publishing.service.gov.uk) Cultural Capital and Educational Attainment.pdf	1, 2, 4, 5
Employment of library consultant for children and parents. £8000	The Reading Framework by the DfE (July, 2021) discusses the importance of developing motivation for reading through enjoyment. Encouraging children and their parents to read together is one way of promoting reading for pleasure. The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)	1, 2, 4, 5
Continue to embed RWI spelling programme (KS2)- release time needed for staff (RK and any	EEF data study projected to be completed 2023 for RWI The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)	1, 2, 4.

staff who require support), £2000	Evidence base shows that a phonics-based teaching approach to reading is low-cost and has a high impact. Phonics EEF (educationendowmentfoundation.org.uk)	
Embed dialogic activities in lessons (specifically story-time sessions). Release time needed for reading leads to support and train staff. £2000	The new Reading Framework from the DfE (July 2021) highlights the importance of dialogic activities. The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)	1, 2, 4, 5.
NPQ in Culture and Behaviour (AHT) NPQ in teaching and learning (DHT) £6000		2,3,4,5

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

Budgeted cost: £ 61,220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase services from a speech and language therapist to conduct speech and language plans. £20,000 for SALT ½ day x 5 days/week	Speech and language interventions have a positive impact on pupils' speaking and listening skills which in turn, positively impact attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by highly trained staff. These sessions will be in-keeping with the Read, Write, Inc programme.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4.

3 level 3 TAs 2 hours a day @ £12.85 per hour. (£75 a day) £14,250.		
Fresh Start X3 hours/day (L2 TA) £10.14 per hour x 3 = £30 per day. £5,700 per year	There is a good evidence base to show that Fresh Start enhances progress for children in years 5-8. Fresh Start EEF (educationendowmentfoundation.org.uk)	1, 2, 4.
Structured maths interventions to focus on basic skills (e.g. fluency in number facts and reasoning). Intervention teacher £16,642 Numicon online: £270	Research from Every Child Counts shows that children make significant progress over a 3 month period and engagement as well as confidence in maths is increased. Success@Arithmetic - Every Child Counts (edgehill.ac.uk)	4
Rekenrek programme and Resources to support intervention in KS2 10 x CPD session for whole staff = £1358 100 x 20 bead rekenreks + 200 x 100 bead rekenreks = £3000	This is a DfE approved Mastering Number programme. Research by the NCETM shows that the programme and resources can significantly improve pupils number sense and knowledge of multiplication facts. Mastering Number NCETM	

Recovery Premium: £27,405

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a teacher for two terms to release a teacher for whole school intervention, primarily aimed at children who are disadvantaged. Estimated cost: £20,000	Targeted intervention for specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk); Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5.
Engaging with the school-led tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2, 4, 5.

<p>programme to provide tutoring for pupils most impacted by the pandemic. Use of recovery premium to cover 25% of the funds (£7,155). A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk); Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 157,989

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotions coaching training for staff to support behaviour policy. Release time for staff to have initial training (2 hours) and then further time needed to support the implementation (JT, JD, FR, DM, ES) £25</p>	<p>Emotions coaching research is primarily from America and Australia. Research shows Emotion's Coaching has shown to ensure that a child has fewer behavioural problems, achieves more academically in school, is more emotionally stable and resilient.</p> <p>Summary-of-EC-research.PDF (ehcap.co.uk)</p>	5
<p>Subsidising trips to support building cultural capital including all transport costs. £30,000</p>	<p>Exposure to real-life experiences that will enrich the development of the child will enhance academic attainment.</p> <p>Cultural_Capital_and_Educational_Attainment.pdf</p>	3, 4
<p>Contingency fund for acute issues £5000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	N/A
<p>Full-time Well-being (and attendance) officer in place. Well-being officer supports families to ensure children are attending every day and are on time. Salary:</p>	<p>In the DfE's guidance 'Improving School Attendance' - it highlights the need for building respectful relationships with families to support improving attendance. The guidance also recommends that parents should call upon the school staff for support as needed- having someone designated to this role will ensure that the option is available in addition to support from other school staff.</p>	4

£23,000	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) Children missing education - GOV.UK (www.gov.uk)	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Services from Luke Cardwell Lifeskills Hub to support pupils and their families to improve attendance in-line with DfE guidance. 1 full day and 2 half afternoons per week (£280 + 2(£180) x 21 (weeks)= £13,440	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	1, 2, 3, 4, 5
Provide 1:1 support for LAC children using the Advotalk programme. Structured programme in place to support highest need children to manage/process life traumas. Advotalk sessions £210 per month x 39 = £1719.90	Support for looked after children should contain elements of social and emotional support. Avotalk offers this provision. Strategies to support Looked After Children at school - Schools (norfolk.gov.uk)	3, 4, 5.
School nurse to support vulnerable families with their mental health and medical needs in order to make improvements. School nurse 1 day a week- £8200	Year-round support for health. Health visiting and school nursing service delivery model - GOV.UK (www.gov.uk)	3, 4, 5.

<p>Provide additional support for children's wellbeing by having ELSAs in place across the school.</p> <p>2 Full time level 3 ELSA (ES) £34,400</p> <p>Level 3 ELSA for five afternoons per week (DM.) £4605.90</p>	<p>Emotional barriers to learning to be removed using this approach and to ensure that any further barriers or concerns are identified and addressed.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Healthy Minds – analysis of health outcomes published EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 5.</p>
<p>Free breakfast club</p> <p>Children have a healthy breakfast and a safe and stimulating place before school to ensure punctuality and attendance are improved. This will also ensure the children are ready to start the day as their basic needs are met.</p> <p>Cost of food and staff: £25000</p>	<p>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p>Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p>	<p>2, 4, 5.</p>
<p>Purchase SLA for dental services</p> <p>Children have their teeth varnished and inspected in school.</p> <p>Teeth checked by dentist annually. £1200</p>	<p>Poor dental health impacts on attendance in school as outlined in the DfE guidance, Health Matters: Child Dental Health.</p> <p>Health matters: child dental health - GOV.UK (www.gov.uk)</p>	<p>3, 4, 5.</p>
<p>Purchase SLA's for library and museum services including costs of artefacts. To increase children's experiences to ensure disadvantaged pupils have something to talk and write about. £5000</p>	<p>The Reading Framework by the DfE (July, 2021) discusses the importance of reading fluency and comprehension so that children have access to texts of all types. This allows access of information and in this case, such as learning about specific topics which may have significant historical, geological or scientific relevance.</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>This knowledge gain will enhance the pupil's cultural capital which has been highlighted as one of the challenges our disadvantaged pupils face.</p>	<p>1, 4</p>

	<u>Cultural Capital and Educational Attainment.pdf</u>	
Purchase SLA for music: wider opportunities and extra music lessons (all year 4 children to play an instrument in addition to 1:1 sessions for UKS2). To broaden children's experiences and foster talent. To ensure equality of access to music lessons regardless of disadvantage. £6400	Disadvantaged children take part in extra music lessons to foster talent and increase aspirations. This will enhance cultural capital and provide opportunities for raising aspirations and finding new interests for the children that they may not have been offered previously. <u>Cultural Capital and Educational Attainment.pdf</u>	4

Total budgeted cost: £276,230

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.

In response to COVID-19, the pupil premium plan for last year (one year plan) was directed at supporting pupils emotionally in addition to practical support such as providing ICT equipment to ensure that all pupils had access to remote learning.

Small group interventions took place such as speech and language support, maths skills and the school utilised the NTP (National Tutoring Programme) to enhance progress.

In addition, the school continued to fund music lessons from the School's Music Service. These lessons did not stop due school closures and were conducted over TEAMS when face-to-face teaching was not possible.

In accordance with the pupil premium plan (2020-2021), the school introduced Read, Write, Inc. A substantial proportion of the pupil premium budget was utilised in this area to support early reading for pupils.

Due to COVID-19, the school did not have published performance measures for 2020-2021. The school did conduct internal assessments which showed improvements in phonics in years 1-4 using the Read, Write, Inc interventions. For years 5 and 6, those children who were not fluent readers took part in the Fresh Start programme- all children progressed and many exited the programme.

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