

## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-2024 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	<b>Furzefield Primary School</b>
Number of pupils in school	<b>387</b>
Proportion (%) of pupil premium eligible pupils	<b>27.1%</b>
Academic year/years that our current pupil premium strategy plan covers	<b>2023-2024</b>
Date this statement was published	<b>September 2023</b>
Date on which it will be reviewed	<b>September 2024</b>
Statement authorised by	<b>Gavin Govinden</b>
Pupil premium lead	<b>Gavin Govinden</b>
Governor	<b>Martin Buckland</b>

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£157455
Recovery premium funding allocation this academic year	£16258
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	<b>£173,713</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good 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. They will have the skills to be confident and resilient and have the knowledge to progress to the next phase of their education whilst also enabling them to engage with the wider society.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our rich, broad, and engaging learning experiences are based on a creative approach, which inspires, challenges and supports all children to achieve success. We strive to engage disadvantaged pupils through trips or visitors, workshops, dress up days, drama, or open-ended stimuli, with the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Opportunities for purposeful outdoor learning are identified and encourage curiosity and creativity within the world around them. Forest school is a core element of our provision and feeds into the richness of experiences we seek to offer disadvantaged pupils. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for pupils whose education has been worst affected including non-disadvantaged pupils.

Our approach responds to common challenges and individual needs and is informed by our regular assessment of pupil's progress and wellbeing. Half-termly meetings focused alternately on academic progress and wellbeing, during which all pupils are discussed, ensure that we can act early at the point where needs are identified.

## Challenges

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

Challenge number	Detail of challenge
1 – Speech and Language	Speech and language skills. On entry assessments for nursery and reception children show that each year, the number of children starting school with challenges in this area increases. These challenges are especially prevalent amongst the disadvantaged. The impact of the pandemic continues to be an amplifying factor.
2 – Phonics	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers which, in turn, impacts on their ability to access all areas of the curriculum.  On entry data for Reception for phonics in the year 2023 shows that 87% of our disadvantaged children arrived below age related expectations compared to 71% of other children.
3 – English	Assessments and teacher observations reveal that progress in reading and writing for disadvantaged children is hindered by their limited life experiences and lack of cultural capital.
4 – Continued impact of the pandemic	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to disadvantaged pupils falling further behind age-related expectations. These impacts are still being felt.
5 – Mental Health and Wellbeing	Our discussions during wellbeing meetings and measures of pupil wellbeing have identified social and emotional issues for many pupils, notably due to a lack of social interaction and enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. The cost-of-living crisis is affecting the most disadvantaged pupils more acutely and will impact SEMH of both parents and pupils. 45% of pupils currently receiving nurture support are in receipt of Pupil Premium. This is disproportionately high as the overall proportion of PP pupils is 26%.
6 – Parental Engagement	Parental engagement is lower amongst disadvantaged families.
7 – Attendance	Our data shows that disadvantaged pupils are more likely to be persistently absent compared to their non-disadvantaged peers. 36% of pupils currently being monitored for persistent attendance are in receipt of PP, significantly higher than the overall proportion of PP pupils which is 26%.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including, reception GLD, engagement in lessons, book scrutiny and formative assessment.
Improved phonics screening check attainment amongst disadvantaged children.	Improved attainment is indicated by continuous assessment using our RWI phonics scheme and phonics screening check results. The attainment gap between PP and non-PP is insignificant or greatly reduced.
Improved outcomes in reading and writing for all pupils including disadvantaged children.	Improved attainment and progress in reading and writing as a result of high-quality teaching, access to a broad reading diet and increased exposure to a wide range of experiences providing context for what they read and write.
Gaps in knowledge created during the pandemic are reduced narrowing the attainment gap between PP and non-PP across the curriculum.	Disadvantaged children are achieving in line with their non-PP peers across the curriculum. If parity is not achieved the gap is at a minimum narrowing term on term.
Improved wellbeing and engagement amongst disadvantaged children.	Wellbeing 'maps' created for wellbeing meetings show that disadvantaged children are not scoring on the wellbeing scale significantly lower than non-PP peers.
Parents of disadvantaged children engage well with their children's education and the wider school community. This positively impacts their children's education.	Registers for parent engagement events such as phonics workshops, parent's evenings, stay and play etc. shows an improvement in attendance.
Sustained good attendance amongst all pupils including those in receipt of the PP.	Attendance figures show no significant difference for both absence and persistence absence between disadvantaged pupils and non-PP peers.

## 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.

### Staffing

Cost: £140,373

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Support from Inclusion Lead</b></p>	<p>Inclusion Lead ensures that interventions we use to support groups and individuals such as ‘precision teaching’ and ‘toe by toe’ are evidence based. (Cost is 27.1% of salary for work supporting vulnerable pupils)</p> <p>Inclusion manager works to ensure that we are making the best use of teaching assistants</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants-evidence/guidance-reports/teaching-assistants</a></p> <p>Teaching assistants are timetabled to support identified individuals or small groups as part of a phase team. Teaching assistants receive training to support their roles. They work closely with link therapists so that they can deliver interventions effectively. The impact of interventions is monitored termly via the ISP reviews and by therapist's review reports.</p> <p>We use teaching assistants to help develop children's independent learning skills, using the EEF Scaffolding Framework as a starting point for guiding practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/EEF_-_TA_Supplementary_Scaffolding_Framework.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/EEF_-_TA_Supplementary_Scaffolding_Framework.pdf</a></p>	<p>1,2,3,4,5</p>

<p><b><i>SLT time dedicated to supporting disadvantaged families including to monitor and improve attendance.</i></b></p>	<p>Members of SLT (in particular the assistant head) dedicate time to supporting our most disadvantaged families including through liaising with our MHST about parent workshops and with charitable groups within the community. We aim to narrow the achievement gaps for our more deprived families, whether that means funding equipment, uniform, trips, therapy etc. We also work closely with the Surrey CC EWO to improve attendance.</p> <p>Effective parental engagement enhances outcomes:  <a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement">evidence/evidence-reviews/parental-engagement</a></p> <p>Sustained good attendance enhances outcomes:  <a href="https://www.gov.uk/government/publications/school">https://www.gov.uk/government/publications/school</a><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">attendance/framework-for-securing-full-attendance-actions-for</a>  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">schools-and-local-authorities</a>  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">schools-and-local-authorities</a></p>	<p>6,7</p>
<p><b><i>Teaching Assistants</i></b></p>	<p>Part of HLTAs role within phases is to co-ordinate interventions for all pupils, including disadvantaged groups in order to maximise the impact of available resources.</p> <p>In EYFS support staff ratios are higher than elsewhere to give our children the best start.</p> <p>In 23/24 we estimate to spend 547k on curriculum support staff across the school and pupil premium funding is put towards this cost. Our Inclusion Lead quality assures the intervention approaches used.</p> <p><a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> Making the most effective use of teaching assistants has a positive impact on outcomes for all pupils:  <a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">evidence/guidance-reports/literacy-early-years</a></p>	<p>1,2,4,5</p>

## Targeted Academic Support

Cost:-£20,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>One-to-one and small group tuition</b>	<p>One-to-one tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Evidence based interventions such as RWI Fresh Start and The Power of 2 are used to support children in one to one and small group situations.</p>	4
<b>Class Allocations</b>	<p><i>Each class teacher is allocated a proportionate amount of money (based on % PP children) to buy goods/services that are beneficial to (and have an impact on) relevant pupils</i></p> <p>Class teachers are best placed to know how their allocation can enhance outcomes for their pupils. This money is most frequently spent on educational visits, the multiple benefits of which are clear:</p> <p><a href="https://www.classtrips.co.uk/school-trips-benefit-primary-pupils/">https://www.classtrips.co.uk/school-trips-benefit-primary-pupils/</a></p> <p><a href="https://www.lotc.org.uk/what-where-why/why/">https://www.lotc.org.uk/what-where-why/why/</a></p>	3
<b>Daily reading intervention for bottom 20% of readers</b>	<p>Reading daily improves children’s concentration levels, broadens their vocabulary and hones their reading skills.</p> <p><a href="#">Why is reading so important?   Pearson UK</a></p>	1, 2, 3
<b>Enhanced Phonics CPD for all staff delivering phonics.</b>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <p>Phonics   EEF (educationendowmentfoundation.org. uk)</p>	1,2,3

## Wider Strategies

Cost: £13,298

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Behaviour Support</b></p> <p><i>We have a Nurture Room, operated by a trained ELSA, who supports children developing good social and emotional skills. Targeted pupils attend relevant ‘therapy’ sessions such as Draw &amp; Talk, social skills etc.</i></p>	<p>Evidence shows that children with high levels of wellbeing and good social and emotional skills achieve well academically:</p> <p><a href="https://educationendowmentfoundation.org.uk/education">https://educationendowmentfoundation.org.uk/education</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-selevidence/guidance-reports/primary-sele">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-selevidence/guidance-reports/primary-sele</a></p>	<p>5</p>
<p><b>Forest School/Free clubs</b></p> <p><i>We enrich children’s experiences and opportunities to socialise in school by offering clubs before and after school to compensate for cultural and social deficit and whole class forest school modules during the school day led by level 3 forest school leader</i></p>	<p>Forest School units of works are always directly linked to other areas of the children’s study with a particular focus on inspiring good quality writing. As well as providing Forest School and a variety of extra-curricular clubs, we have an ethos of taking learning outside, where it is appropriate, in all subjects. The physiological, social and academic benefits of experiential, outdoor learning of this kind are numerous:</p> <p><a href="https://www.outdoor-learning.org/Good-Practice/Research-Resources/About-Outdoor-Learning">https://www.outdoor-learning.org/Good-Practice/Research-Resources/About-Outdoor-Learning</a></p> <p><a href="https://www.thestablecompany.com/blog/8-proven">https://www.thestablecompany.com/blog/8-proven</a>  <a href="https://www.thestablecompany.com/blog/8-proven-benefits-of-outdoor-learning-for-school-childrenbenefits-of-outdoor-learning-for-school-children">https://www.thestablecompany.com/blog/8-proven-benefits-of-outdoor-learning-for-school-childrenbenefits-of-outdoor-learning-for-school-children</a></p> <p><a href="https://outdoorclassroomday.com/wp-content/uploads/2018/05/FINAL-Project-Dirt-Survey">https://outdoorclassroomday.com/wp-content/uploads/2018/05/FINAL-Project-Dirt-Survey</a>  <a href="https://outdoorclassroomday.com/wp-content/uploads/2018/05/FINAL-Project-Dirt-Survey-Outdoor-Play-and-Learning-at-School-2018-15.05.18.pdfOutdoor-Play-and-Learning-at-School-2018-15.05.18.pdf">https://outdoorclassroomday.com/wp-content/uploads/2018/05/FINAL-Project-Dirt-Survey-Outdoor-Play-and-Learning-at-School-2018-15.05.18.pdfOutdoor-Play-and-Learning-at-School-2018-15.05.18.pdf</a></p>	<p>1, 3 4, 5</p>

# Total budgeted expenditure for academic year 23/24 is £173,713

## 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 2022 to 2023 academic year.

#### Pupil Wellbeing

We use an adaptation of the Leuven Scales to measure pupil wellbeing every term. Teachers make a judgement about each child based on how much they are engaged with their learning and wider school life and their general wellbeing with each being scored from 1 to 5. This gives an overall score of between 2 and 10.

Tracking wellbeing often leads to children receiving additional support from our full time ELSA. It may also prompt additional strategies for the classroom supported by teachers and teaching assistants. Data from last year shows that almost 35% of pupils who were raised as concerns during wellbeing meetings were in receipt of PP. On average, these pupils' wellbeing scores increased from 5.7 to 8.4 over the course of a term.

#### Progress in KS1

It is difficult to measure progress from EYFS to KS1 2022/23 cohort as no EYFS end of key stage data was reported in 2020 when the cohort completed their reception year. However, our year 2 children performed above the national average in their end of KS1 assessments in both reading and writing and in almost in line with the national average (one percentage point difference) in maths.

There are gaps between the attainment of pupils in receipt of PP and the cohort as a whole but these are not significant gaps. This is especially true in writing where the differential is only 3%. Internal tracking shows that all PP children made progress in all 3 key areas.

#### Progress in KS2

For PP children who were in yr6 in the 2022/23, whilst there is a significant gap in the attainment between pupils in receipt of PP and the cohort as a whole, children with PP have still made significant progress since KS1. In reading 44% of PP pupils achieved the expected standard at KS2 but 77% had made expected progress from KS1. In maths, 44% of PP pupils met the expected standard at KS2 but 89% had made expected progress since KS1. In writing, 56% of PP pupils met expected standard at KS2 but 89% had made expected progress since KS1 and 22% made accelerated (greater than expected) progress.

#### Phonics

Our improved Phonics Screening Check results for the year 2022/23 show that our investment in phonics has paid off. 82% of our children passed compared with the national average of 75%. Again, there is a gap between the attainment of the children in receipt of PP and the cohort as a whole. 60% of PP pupils passed the check, however all of those

children had made significant improvements in their phonics throughout year 1 moving up an average of 4 levels (expected progress) in the RWI programme.

### **Visits and Visitors**

We recognise the importance of building cultural capital for all of our children and most especially our PP children. We have used PP funding to subsidise trips and educational visitors.

Children enjoyed a huge variety of opportunities that may not otherwise have been open to them including: visits to West End Theatre; singing in the Young Voices choir at O2 arena; taking part in dance competitions at the Harlequin Theatre in Redhill and gymnastics competitions in the Sovereign Centre in Redhill; historical visits including to Butser Ancient Farm and The Victorian School House in Guildford; Henley Fort and Windsor Castle; Geography and science visits to RHS Wisley and Littlehampton.

Year 4 also took part in an art project called 'Delight in Watts' which involved working with artists to create fabulous paintings on canvas which were then displayed in the Watts Gallery in Guildford. Year 5 took part in 'Delight in Shakespeare' which involved working with actors and which culminated in a production of Macbeth.

### **HSLW and links with Family Centre**

Over 50 families were supported by our full time Home School Link Worker. The HSLW provided vital support to keep parents engaged and keep attendance for pupils as high as possible. Early identification of pupils with persistent absence allowed the HSLW to target families most effectively and improve outcomes for those pupils as a result of being in school more frequently. There was a close relationship between our family centre and the HSLW and this has allowed for many families to be supported directly by Early Help.

### **ELSA**

We continued to invest in a full time ELSA practitioner who is out of class. Children have therefore had continuous and full access to emotional support throughout the academic year. As a result, those pupils in receipt of the PP who have challenges in respect of their emotional wellbeing have been supported and given the tools necessary to cope more effectively. This has resulted in children being more able to access their learning and make progress.

### **Speech and Language**

Selected staff received ELKLAN training to support high quality S&L provision across the school. This training contributed to all pupils in receipt of the PP in EYFS to make progress in the C&L area. 87% of the cohort met the expected standard for communication and language in EYFS. 92% of children in receipt of PP met the expected standard for Communication and Language in EYFS.