

Pupil premium strategy statement Furness Vale Primary and Nursery School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 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 | Furness Vale Primary and Nursery School |
| Number of pupils in school | 85 |
| Proportion (%) of pupil premium eligible pupils | 28% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | February 2024 |
| Date on which it will be reviewed | February 2025 |
| Statement authorised by | Ruth Parry Headteacher |
| Pupil premium lead | Ruth Parry Headteacher |
| Governor / Trustee lead | Hannah Clarkson |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £35,995 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £35,995 |

Part A: Pupil premium strategy plan

Statement of intent

At Furness Vale Primary and Nursery School, we want to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve a good level of attainment based on their personal educational journeys. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. We strive to ensure resources and support are provided for all children as a result.

Following the guidance from the Education Endowment Fund (EEF), we have a tiered approach to spending:

- 1) Improving the quality of teaching and learning e.g. CPD, training.
- 2) Reducing class sizes thus improving opportunities for effective teaching and accelerating progress.
- 3) Targeted academic support e.g. interventions, tuition, 1:1 support
- 4) Additional teaching and learning opportunities provided through trained external agencies such as Family Support.
- 5) Wider strategies e.g. payments for educational visits.

Quality-first teaching is key and we will prioritise this to help narrow the gap between disadvantaged and non-disadvantaged pupils. Training, CPD and resources to support high-quality teaching will be used to ensure that the progress and attainment of both disadvantaged pupils and non-disadvantaged pupils will be improved.

Our approach will look at each individual pupil and their needs and any targeted support will be put in place to ensure pupils excel.

We will also identify any wider strategies to support children. This may include ways to improve attendance, giving children breakfast or snack, supporting families financially with access to educational opportunities and supporting children with their social, emotional and mental health. All of these can have a detrimental impact on children's learning so we want to remove these barriers to ensure children are able to learn effectively.

Our ultimate objectives are:

- ✓ To narrow and work to close the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Narrowing the attainment and progress gap across Reading, Writing, GPS and Maths throughout the school. |
| 2 | Improving progress and attainment in phonics in early years and key stage 1 ensuring all children are supported to achieve the best they can. |
| 3 | Improving the presentation, content and stamina for writing across KS1 and KS2 |
| 4 | Developing a stronger 'love of reading' across the whole school. |
| 5 | Mental health and behavioural challenges following multiple lock downs are ongoing since the children's return to school. |

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 |
|--|---|
| Progress in Reading | Achieve national average progress scores in KS2 Reading. |
| Progress in Grammar, Punctuation and Spelling | Achieve national average progress scores in KS2 GPS. |
| Progress in Writing | Achieve national average progress scores in KS2 Writing |
| Progress in Mathematics | Achieve national average progress scores in KS2 Maths. |
| A love of reading is apparent in children | The school library has been re-established and has good attendance. A Reading Club has been established and is well attended. Children are sharing more books and partaking in 'buddy reading'. |
| To achieve and sustain improved wellbeing for pupils, particularly for our disadvantaged pupils. | Qualitative data from pupil voice, pupil and teacher surveys and teacher observations show improving SEMH. |
| Progress and attainment in phonics | Achieve national average attainment in phonics Year 1 results. |
| Improvement in children's mental health and well-being | Children feel more supported and understood. They can manage their own mental health better as they progress through primary and into secondary school, fully utilising methods taught. Pupil voice |

| | |
|--|---|
| | demonstrates achievement along with soft data from yoga and nurture groups. |
|--|---|

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: £18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Ongoing RWI Phonics training and progress days for staff | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils: Phonics / Toolkit Strand / Education Endowment Foundation / EEF | 2,4 |
| Training for staff to improve the teaching of reading, enthuse readers and enhance reading outcomes | There is extensive evidence that exposing children to a wide range of texts with an appropriate level of challenge will develop pupils' language capabilities. Actively teaching reading fluency (recommendation 2) as well as modelling reading comprehension strategies (recommendation 3) can improve pupils' understanding of texts and their ability to infer meaning. Improving Literacy in Key Stage 2 / Guidance Report Version 2 / Subject Specific Evidence, Education Endowment Foundation / EEF | 1,4 |
| Purchase of resources to support the teaching of reading throughout Key Stage 2 | Reading comprehension can be improved by teaching pupils specific strategies to improve pupils' understanding of written texts and their ability to infer meaning from context. Improving Literacy in Key Stage 2 / Guidance Report Version 2 / Subject Specific Evidence, Education Endowment Foundation / EEF | 1,4 |
| Additional teaching hours to provide morning working groups of a maximum of 16 children for | The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. | 1,2,3 |

| | | |
|------------------------------|---|-------|
| maths and literacy | https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching | |
| CPD for staff – supply costs | Developing teaching staff knowledge, skills and subject leadership to ensure quality first teaching. Specific CPD with regards to raising standards in writing and the purchase and roll out of a new handwriting scheme. Cross school work through PEGS to support CPD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | 1,2,3 |

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

Budgeted cost: £9,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Small group tuition/intervention sessions targeting maths, handwriting, reading as well as additional sessions supporting Year 6 with SATs preparation | Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners as well as allowing greater levels of interaction and feedback. Small Group Tuition / Education Endowment Foundation / EEF | 2,3 |
| Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indication a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics / Toolkit Strand / Education Endowment Foundation / EEF | 2 |
| 'Time to Talk' A structured approach to promote the vocabulary development and sentence structure of children. | Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. The aim is to support learners' use of vocabulary, articulation of ideas and spoken expression. The aim is to explicitly extend pupils' spoken vocabulary through the use of purposeful dialogue and interaction. Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF | 1,2,3 |
| 123 Maths intervention | We have utilised this catch-up programme for some time and hard and soft data clearly demonstrates strong | 2 |

| | | |
|----------------------|--|-----|
| | academic progress, with gaps being 'filled' in children's prior learning and self-confidence improvements. Small Group Tuition / Education Endowment Foundation / EEF | |
| Targeted reading 1:1 | Reading Comprehension strategies focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves. A small number of pupils require additional support—in the form of high-quality, structured, targeted interventions to make progress. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy | 2,3 |

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

Budgeted cost: £8,995

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Forest Schools for EYFS | There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part in the wider school experience, regardless of any impact on academic outcomes. Outdoor adventure learning / Toolkit Strand / Education Endowment Foundation / EEF | 1,5 |
| Targeted bespoke Nurture support from our Family Support Worker | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional Learning / Toolkit Strand / Education Endowment Fund | 1,5 |
| Targeted bespoke Anxiety support from our Family | Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional Learning / Toolkit Strand / Education Endowment Fund | 1,5 |

| | | |
|--|---|-----|
| Support Worker | | |
| Healthy Me, Happy Me | Utilising a TA for additional time to take children to the training. Extra time to run assemblies, group work and planning whole school continued implementation. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel | 1,5 |
| Breakfast Club | Research shows that pupil behaviour and attainment improved for schools that ran a breakfast club. School breakfasts may be more nutritious and can help prepare pupils for learning (recommendation 4). Improving behaviours in school / Subject Specific Evidence / Education Endowment Foundation / EEF | |
| Funding educational visits to enhance the curriculum | Ofsted's annual report identifies the importance of not solely bridging gaps in academic learning. A rounded experience, including a rich curriculum gives children the opportunity to have an enhanced knowledge and understanding of the world. https://www.gov.uk/government/collections/ofsted-annual-report-202223 | |
| Purchasing uniform | Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform#:~:text=2.,improvement%20of%20behaviour%20and%20discipline . | |

Total budgeted cost: £35,995

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. *It was impacted significantly by the ongoing Covid pandemic.*

1. Narrowing the attainment and progress gap across Reading, Writing, GPS and Maths throughout the school.

Impact – Disadvantaged children have been part of catch-up intervention programmes with TA's and teachers. Data is demonstrating good progress for these groups. Staff continue to have PP as a core focus of data analysis and therefore clear overview of where improvements need to be. Local data is showing good progress for these groups.

2. Improving progress and attainment in phonics in early years and key stage 1 ensuring all children are supported to achieve the best they can.

Impact – RWI is the synthetic phonics programme used throughout KS1 to support decoding, accelerating reading accuracy and developing comprehension. In Y1, 50% of disadvantaged pupils passed the Phonics Screening Check. The pupil who did not pass has joined us late in Y1 and so did not have the benefit of two full years on the programme.

3. Improving the presentation, content and stamina for writing across KS1 and KS2

Impact - KS1 and KS2 teachers have implemented a new approach to teaching writing. This has been to use high quality picture book texts as a focus to support the modelling and scaffolding of high-quality writing of different genres. This has enabled all pupils, but particularly disadvantaged pupils, to learn how to shape sentences into cohesive pieces using relevant grammar. Across the year, pupils have produced some excellent independent pieces of writing using taught strategies. Local data is showing good progress for these groups.

4. Developing a stronger 'love of reading' across the whole school.

This was not listed as a challenge last year.

5. Mental health and behavioural challenges following multiple lock downs and ongoing since the children's return to school.

Pupils' well-being remains a big focus. Staff identified specific pupils throughout school who needed additional support to focus on their social, emotional and mental well-being. This support was individualised and involved staff in school as well as external agencies. Pupils involved in sessions showed a more positive, receptive approach to school following sessions.

