

Five Ways Primary School Pupil Premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Five Ways Primary School
Number of pupils in school	679
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23 23-24 24-25
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rachel Mander
Pupil premium lead	Sue Fuller
Governor / Trustee lead	Richard Burden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,560
Recovery premium funding allocation this academic year	£6,520
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	£130,080

Part A: Pupil premium strategy plan

Statement of intent

Five Ways Primary School receives a pupil premium allocation for children of statutory school age, who are known to have been eligible for Free School Meals (FSM) in the last 6 years, for children who have been looked after continuously for more than six months and for those children who currently serve in the armed forces. Research suggests that pupils classed as disadvantaged do not achieve as well as their peers. Therefore, through our use of the premium funding, we aim to address inequality, ensuring that funding to tackle disadvantage and support emotional and social wellbeing reaches pupils who need it most.

Our aims:

-To address and narrow the attainment gap between disadvantaged pupils and their peers, including any gaps which have increased as a result of Covid-19 restrictions.

-To ensure all pupils, including those classed as disadvantaged, have high quality experiences both within and outside of the classroom.

-To understand and meet individual needs of disadvantaged pupils which may create a barrier to their learning and/or emotional well-being.

EEF guidance recommends a tiered approach to the use of pupil premium. ([Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/using-pupil-premium)) Following these principles, we place most emphasis on quality first teaching for all pupils followed by targeted academic support and other appropriate strategies. Research contained within the EEF teaching and learning toolkit ([Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit)) has been used to guide school in the choices made based upon potential impact. These include developing: reading comprehension strategies, oral language, mastery learning and individual instruction/1 to 1 tuition. These are used alongside bespoke interventions to support pupils most in need due to social and emotional concerns.

Challenges

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

Challenge number	Detail of challenge
1	Academic attainment – Some of the pupils eligible for pupil premium funding in the school are working at a lower academic level than their peers which creates a gap in attainment which must be addressed. In some cases, this has been exacerbated by Covid-19 disruption. Many of the pupils classed as disadvantaged within the school also have special educational needs which require additional support. (34%)

2	Social and emotional concerns – It is becoming ever more evident that some of the pupils classed as disadvantaged within our school also experience more complex social and emotional barriers which in turn can affect achievement.
3	Financial challenge for parents – A growing number of families within school are experiencing more financial hardship and would have difficulty funding certain school experiences such as visits and other activities such as after school clubs, purchasing school uniform.
4	Individual family circumstances - Some pupils are experiencing some extremely difficult individual home and family circumstances which are becoming a barrier to achievement.

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 reading, writing and maths outcomes for disadvantaged pupils resulting in a narrowed attainment gap.	Published end of key stage outcomes and internal assessment data will demonstrate that a growing number of disadvantaged pupils are reaching the expected standard for their year group. Where pupils do not reach the expected standard due to individual special educational needs, good progress will be made from starting points.
Achieve and sustain improved wellbeing for all pupils, particularly the disadvantaged.	Pupil voice, parent voice and observation/discussion within school will demonstrate a high level of well-being for pupils, specifically those classed as disadvantaged. This will be seen through strong engagement in school activities and with outside agencies where signposted.
All pupils will receive the same enrichment opportunities regardless of background.	All pupils, including those classed as disadvantaged, will have had the opportunity to take part in all visits and a growing number will have accessed other enrichment activities such as music lessons, after school clubs, etc.
Individual complex needs of disadvantaged pupils will be identified and addressed, ensuring that they do not have a negative impact on academic achievement or personal well-being.	Pupils with complex needs will have received bespoke interventions internally and through external agencies to ensure that individual needs are met. This will result in barriers to academic

	achievement being removed and progress seen across the curriculum.
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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: £99,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To roll out the FFT Lightning Squad intervention programme across the school.</i>	<p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>The Fischer Family Trust Tutoring with the Lightning Squad is a reading tutoring programme where pupils work in small groups with a tutor to improve their reading skills. The tutoring is a blended approach with face-to-face tutoring supported by an online tutoring platform. The tutoring activities are designed and structured to improve reading skills, fluency, comprehension, spelling and phonics. This programme is suitable for Year 1 to Year 6 pupils.</p>	1
<i>Allocation of Forest School Teacher</i>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Toolkit and Nurture Groups (nurtureuk.org)</p>	1,2
<i>Additional teaching support to provide additional feedback and instruction immediately.</i>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback and instruction are identified as having significant impact on achievement.</p>	1

<p><i>Intervention from Teachers and Teaching Assistants.</i></p>	<p>Targeted academic support tailored to the 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</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p><i>SEND Teaching Assistants</i></p>	<p>Targeted academic and social support tailored to the 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.</p> <p>Pupil Premium Guide Apr 2022 1.0.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,4</p>
<p><i>School Liaison and Support Officer</i></p>	<p>Research has found that disadvantaged pupils can often be more vulnerable, requiring ongoing personal and social support. Targeted pastoral support ensures a robust and responsive strategy to support pupils with metacognition and self-regulation.</p> <p>The EEF Toolkit and Nurture Groups (nurtureuk.org)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2,4</p>
<p><i>My Happy Mind</i></p>	<p>My Happy Mind programme is for teachers, parents and children and is designed to help prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and at school. The programme is designed for developing the mental wellbeing of children.</p>	<p>2,4</p>

	<p>The programme combines the latest research, science and technology to help children develop lifelong habits and learn to thrive.</p> <p>We believe that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world.</p> <p>Home - myHappyMind</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £19,652

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Additional support from qualified teachers and teaching assistants to provide direct instruction and academic support for pupils identified as having fallen behind age related expectations. Specific interventions such as Lightning Squad, Nessy, Numbots and TTRockstars, etc. will take place as well as more individualised sessions based on gaps in learning identified through assessment.</i></p>	<p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>Individualised instruction is identified as having a significant impact on attainment and progress.</p> <p>FFT Tutoring with the Lightning Squad - FFT</p>	1
<p><i>Phonic intervention from qualified, experienced teachers and teaching assistants.</i></p>	<p>The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk)</p> <p>The reading review reemphasises the importance of pupils not falling behind in phonics.</p>	1

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

Budgeted cost: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full time School Liaison and Support Officer employed to work with pupils with specific social and emotional difficulties.</i>	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Behaviour interventions have been identified as improving outcomes for pupils.	1,2 ,4
<i>Alternate provision funded to enable pupils to access support required.</i>	Exclusion from maintained schools, academies and pupil referral units in England (publishing.service.gov.uk) Research and guidance shows that pupils who are excluded could have lessened life chances. Alternative provision aims to avoid permanent exclusion and provide appropriate support for individual pupils. Guidance suggests that early intervention should be used before permanent exclusion.	2, 4
<i>Firework Charity</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Fireworks (webador.co.uk)	4
<i>Positive Play</i>	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
<i>Trips, enrichment activities including after school clubs and music tuition will be funded for pupils identified as being disadvantaged who will benefit from the activity or provision.</i>	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) Research shows that pupils benefit from a range of enrichment activities.	2, 3

<p><i>My Happy Mind</i></p>	<p>My Happy Mind programme is for teachers, parents and children and is designed to help prepare today's children for tomorrow's world by building resilient, balanced and happy minds at home and at school. The programme is designed for developing the mental wellbeing of children.</p> <p>The programme combines the latest research, science and technology to help children develop lifelong habits and learn to thrive.</p> <p>We believe that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world.</p> <p>Home - myHappyMind</p>	<p>2,4</p>
<p><i>Senior Leader and School Liaison and Support Officer appointed to monitor and improve attendance and punctuality in liaison with the Local Authority.</i></p>	<p>School Liaison and Support Officer attends attendance network meetings. Half termly monitoring of attendance registers. Late gate in operation. Attendance clinics used to engage with parents.</p> <p>Senior Leaders carry out home visits (Safe and well checks).</p> <p>Pupil attendance in schools, Week 2 2024 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)</p>	<p>1,2,4</p>
<p><i>Training and Support provided by external agencies in regards to behaviour management and understanding a child's behaviour needs.</i></p>	<p>Following the pandemic, there have been an increased number of pupils displaying challenging behaviour. Behaviour specialists have trained staff to work with these pupils and adjust their behaviour management strategies so that they can access learning and make progress.</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

Total budgeted cost: £ 130,080

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.

Data for the Year 2022/2023

Pupils identified as requiring academic intervention received this on a small group basis ensuring gaps in learning could be identified and addressed.

Additional pastoral support ensured that pupils displaying challenging behaviour received intervention to ensure that disruption of learning was kept to a minimum. This allowed pupils eligible for funding to make progress along with their peers. Alternative provision was funded as required as additional external support.

Evidence in books indicate that disadvantaged pupils make at least expected progress from starting points. At the end of KS1 56% of disadvantaged pupils made expected or better progress in reading, 67% in maths and 56% in writing. At the end of KS2 53% of disadvantaged pupils made expected or better progress in reading, 53% in maths and 79% in writing.

Individual nurture was provided to pupils to enable them to engage with lunchtimes and playtimes with their peers but with the adult supervision and intervention required. This meant these pupils could interact and socialise with their peers successfully for the majority of the time. Impact has been measured through improvement in Boxall profile scores and informal monitoring of the conduct of pupil in social situations. 8 pupils have made exceptional progress resulting them from being discharged from positive play. Impact has been seen in pupils currently eligible for FSM participating fully in the residential trip, therefore developing social skills and independence. Impact has been seen in pupils eligible for FSM participating fully in all visits and Year 3 and Year 4 pupils take part in weekly Forest School sessions, therefore developing academically and gaining enrichment to the curriculum. Impact has been seen in pupils eligible for FSM participating fully in extra-curricular activities both within and outside of school, therefore developing social skills, independence and thus improving their academic achievements at 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
FFT Phonics	FFT
FFT Lightning Squad	FFT
TTRockstars	Maths Circle Ltd
Numbots	Maths Circle Ltd
Nessy	Nessy Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	As above
What was the impact of that spending on service pupil premium eligible pupils?	Current data shows attainment similar to peers.

Further information (optional)

-All families with pupils eligible for pupil premium funding receive food vouchers during all school holidays and access to a HAF Summer club.

-All pupil premium pupils access all school trips (including residential) trip free of charge, only transport costs apply.

-Uniform and PE uniform (school branded tracksuit tops) have been purchased for any eligible pupils in need.

-TA timetables allocate specific time each week to work with pupils eligible for pupil premium funding.